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ABSTRACT

The follow-up study evaluating the effectiveness of occupational education programs in Illinois focused on six principal dimensions: the basis on which occupational decisions were made; the post-high school status of occupational program completers; employment experience of program completers; alumni assessments of program helpfulness and recommendations for program improvement; employer/supervisor appraisals of employee preparation for employment; and entry level personal qualities and job skills considered important for employment. Findings, reported by program areas, varied according to program. Occupational program alumni from 102 Illinois high schools provided questionnaire data. The 5,203 usable responses constituted 46.4 percent of the total number sent and 9 percent of the total number of Illinois 1971 program completions. Another 2,651 responses were obtained from employers of alumni. Among the several recommendations for improving the followup system are: develop better identification of occupational programs and standardization of terms; appropriate funds for additional software; make the data available at appropriate times; discover new ways to relate subsequent employment to training taken; increase emphasis on career education; provide school district placement services; re-evaluate evaluative criteria; and base programs on job analysis. (Statistical tables are included.) (AG)

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FINAL REPORT
Project No. RDC-A2-079

FOLLOWUP REPORT on ILLINOIS

"Class of '71"

OCCUPATIONAL PROGRAM ALUMNI

by

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June, 1973

The Research reported herein was performed pursuant to a contract with the State of Illinois, Board of Vocational Education and Rehabilitation, Division of Vocational and Technical Education, Research and Development Unit. Contractors undertaking projects under such sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Board of Vocational Education and Rehabilitation position or policy.

STATE OF ILLINOIS
BOARD OF VOCATIONAL EDUCATION AND REHABILITATION
DIVISION OF VOCATIONAL AND TECHNICAL EDUCATION
RESEARCH AND DEVELOPMENT UNIT

PREFACE

Evaluation of the effectiveness of programs of occupational preparation is mandated by Congress in the Vocational Education Acts of 1963 and 1968. If occupational education is to be responsive to the changing needs of society, it must be monitored by an early warning system. The strengths and weaknesses of programs of employment preparation must be identified if they are to influence curricular modifications. Followup information, based upon the assumption that the former occupational student and his employer know the strengths and weaknesses of the program taken, is essential in assessing the effectiveness of occupational education in relation to program outcomes.

The Followup Project at Eastern Illinois University has developed and tested a system for delivering a continuous flow of uniform followup data to satisfy state and federal accountability requirements and assist state and local school personnel in decision making.

The project was funded through the Research and Development Unit of the Illinois Division of Vocational and Technical Education. Dr. Ronald McCage, Dr. Garth Yeager, and Mr. John Washburn of the Research and Development Unit staff have been of invaluable service to the project in offering advice and help whenever needed.

A unique aspect of the project has been the cooperative arrangement between the project staff, Research and Development Unit staff, and the Program Approval and Evaluation Unit staff of the D.V.T.E. Followup data was supplied to visitation team members participating in on-site evaluations under the

direction of the Program Approval and Evaluation Unit. Mr. James Galloway, Dr. John Klit and Dr. Tim Wentling assisted the project staff with that phase of activities.

The reader will be interested to note that students in 102 Illinois high schools were surveyed. This was approximately 20 percent of the secondary level schools with federally reimbursed occupational education programs. Of the 12,021 former occupational students surveyed, 46.4 percent provided usable followup data. Three thousand one hundred forty nine (3,149) employer/ supervisors were identified by respondents employed at the time of the survey and mailed survey instruments. Eighty-five percent (2,651) of the employer/ supervisors provided usable followup data.

The impact of this particular project is already being felt in terms of program change at Eastern Illinois University. Analysis of the data and inferences that can be drawn from the data will be of great interest to vocational educators throughout the nation. Mrs. Joyce Felstehausen, director of the project, has performed superbly in her position. She and members of her staff deserve much credit for their effort.

Charles L. Joley
Coordinator, Occupational
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ACKNOWLEDGEMENTS

A project the scope of the Followup Project requires the assistance and cooperation of personnel from many disciplines and agencies. The individual and collective efforts made by these many individuals contributed greatly to this project. Their contributions are greatfully acknowledged.

Appreciation is expressed to Dr. Sherwood Dees, Director, State of Illinois, Division of Vocational and Technical Education for his acknowledgement of the importance of followup evaluation and his support of the project.

Dr. Ronald McCage, Coordinator, Dr. Garth Yeager, and Mr. John Washburn, Consultants of the Research and Development Unit have contributed greatly to the planning and execution of project activities. The assistance they provided members of the project staff was immeasurable and their commitment was largely responsible for the success of the project.

The ability and helpfulness of Dr. Charles Joley, Coordinator of Occupational Education, Eastern Illinois University, should be recognized for his service as administrative officer for the project. His support, along with the support of Dr. Harry Merigis, Dean of the School of Education, was sincerely appreciated.

Appreciation is also expressed to members of the Occupational Teacher Education Committee at Eastern Illinois University for their contributions to the direction of the project and their assistance in the preparation and refinement of survey instruments. Also acknowledged is the assistance of Dr. Paul Overton, Department of Educational Psychology and Guidance, Eastern Illinois University.

The special competences of Dr. Patrick Lenihan, Economics Department, Eastern Illinois University were welcomed and his contribution as statistical consultant to the project is lauded.

Many individuals served the project in a consulting role. Their contributions were invaluable in converting project intentions into effective actions. The following consultants played a vital role in the design of the system and development of project instruments:

Mr. James Galloway, Coordinator, Dr. John Klit, Assistant Coordinator, and Dr. Tim Wentling, Program Approval and Evaluation Unit, Illinois Division of Vocational and Technical Education, Springfield, Illinois.

Mr. Howard Avery and Mr. Lynn Troute, Special Programs Unit--Guidance, Illinois Division of Vocational and Technical Education, Springfield, Illinois.

Dr. David Wheeler, Assistant Professor, Department of Industrial Education, Purdue University, Lafayette, Indiana.

Dr. Kathleen M. Howell, Chairman, Department of Home Economics, Otterbein College, Westerville, Ohio.

Mr. V. A. Jones, Executive Assistant to the Superintendent, Mr. Alfred J. Cocks, Mr. E. H. Riedel, and Mr. Dean Wunder, Vocational Counselors, Community High School District 88, Villa Park, Illinois.

Mr. John Garth, Director, Adult and Vocational Education, Urbana Community Schools, District 116, Urbana, Illinois.

Mr. John Dowling, Principal, Watseka High School, Iroquois County Community District 9, Watseka, Illinois.

Dr. Alfred R. Hecht and Mr. Lynn Willett, Office of Institutional Research, Moraine Valley Community College, Palos Hills, Illinois.

Dr. Roland Spaniol, Director of the Computer Services Center, Eastern Illinois University provided office space, computer time, and other valuable assistance. N. Jill Crewell of the Computer Center splendidly turned our data processing and analysis needs into realities. Without her competences the project could not have been completed. Mrs. Carole Hutchison served magnificently in her role of keypunching data from the followup instruments.

The special abilities of Mrs. Marcia Sherrick and Mrs. Nancy Wood in the preparation of the final manuscript were deeply appreciated. The team play of the project research assistants converted the game plan into the final score. Recognition goes to Mr. Ronald L. Garrity, Mr. Richard W. Koppitz and the project genie, Mrs. Genie O. Lenihan. They performed superbly.

We are indebted for the time consuming efforts of the administrators, contact people, and teachers in the 102 Illinois High Schools who participated in this study. To the respondents who participated in this study with the hope of contributing to future program improvement, we pledge that since you told us, we will listen.

Joyce L. Felstehausen
Project Director

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COMPENDIUM

Summarized information presented in this compendium is to facilitate the reader in quickly persuing salient findings of the study. Since the purpose of the Followup Project was twofold, findings and recommendations that are related to improving the followup system will be separated from those related to improving the effectiveness of occupational education in Illinois. This section of the report will be divided into the following parts: context of the survey; findings and recommendations related to the followup system; and findings and recommendations related to improving occupational education in Illinois.

CONTEXT OF THE SURVEY

Twelve thousand twenty one (12,021) "Class of '71" unduplicated occupational program alumni from 102 Illinois high schools were polled for questionnaire data. This was approximately 20 percent of the total Illinois 1971 occupational program completions. The U.S. Postal Service returned 6.6 percent of the mailed instruments as undeliverable. Five thousand two hundred three (5,203) responses were usable for data analysis. This was 46.4 percent of the alumni who were assumed to have received survey instruments and constituted nine percent of the total Illinois 1971 program completions. The sample was representative of Illinois geographical regions and occupational program areas.

Responding alumni employed at the time of the survey were asked to provide the name and business address of their employer or supervisor. Three thousand one hundred forty-nine (3,149) employer/supervisors were identified and polled for questionnaire data. Eighty-five percent (2,651) responded.

The followup study focused on six principle dimensions in evaluating occupational program effectiveness in Illinois: the basis upon which students made occupational decisions; the post-high school status of occupational program completers; employment experience of program completers; their assessments of the contribution of the training to their employability and their recommendations for program improvement; employer/supervisor appraisals of employee preparation for employment; and entry level personal qualities and job skills considered important for employment.

In order to avoid broad generalizations about occupational training, findings have been reported by program areas as well as by the total for all program areas. An attempt was made to determine the effect of program area and training related employment on alumni assessments of training effectiveness and recommendations for program improvement. Multiple linear regression techniques were used for this analysis.

FINDINGS AND RECOMMENDATIONS FOR IMPROVING THE FOLLOWUP SYSTEM

Finding: The definition of an occupational program varies from school to school. Because of this variation, a student who is taking one course or several unrelated courses is often undistinguishable from a student who is pursuing a sequence of occupational courses as his/her major field of study. Many LEA's have not yet established occupational course sequences leading to career objectives. In addition, a majority of the LEA's do not have the type of pupil records subsystem that facilitate obtaining names and addresses of identified occupational program completers with a minimum of staff involvement. As a result, the identification of former students who completed occupational programs and the procurement of their mailing addresses was a time consuming and expensive process.

Recommendation: If the effectiveness of programs of occupational instruction is to be assessed using followup techniques, those programs must be defined and standard terminology and O.E. Code numbers used to identify them. A pupil record subsystem must be designed, tested, and implemented for the identification of those individuals who have completed specified programs or sequences of occupational courses for the purpose of developing marketable entry level employment skills or pursuing further related educational avenues.

Finding: Some of the computer software needed to fully automate the Followup System is not presently available. This is due, in part, to the time consumed by developmental project activities for the identification of various users of followup data and formats that would facilitate data reporting.

Recommendation: A second phase of the project be funded for the primary purpose of developing additional software to process and analyze data and prepare reports. This activity should be conducted in close cooperation with the Management Information System presently under development to insure its future integration as a subsystem.

Finding: The present followup time frame does not make data available to users at an appropriate time.

Recommendation: During the second phase of the project, a time frame must be established that would allow data to be collected, processed, analyzed and made available to decision-makers at appropriate times.

Finding: The technique employed in this study for measuring the relatedness of employment at the time of the survey to the occupational training taken proved to be valid and reliable but is too expensive and time consuming to be practical. It is not possible to computerize the process.

Recommendation: Alternative ways need to be examined for determining the relatedness of subsequent employment to training taken. In order to be feasible, a decision model must be developed that will assure validity and reliability in the measurement of relatedness as well as allow for computerization of the process.

FINDINGS AND RECOMMENDATIONS FOR IMPROVING OCCUPATIONAL EDUCATION IN ILLINOIS

Finding: The educational decisions related to career objectives made by high school students tend to be left to chance. While there is much verbal support and developmental activities for exploration of the world of work, occupational information, and occupational orientation, evidence shows that these concepts have not yet had much influence upon secondary level students.

Recommendation: A massive infusion of career development education into the daily instruction of all subject matter at the junior and senior high school level is needed to develop realistic knowledge about available jobs and career decision making and planning skills. Attention needs to be given in the junior high school curriculum to developing a readiness for making tentative career decisions. Youth need the kind of exposure to the world of work that will help them know what kinds of jobs they might obtain at different educational spin-off levels, what types of skills and knowledge are required to successfully perform and advance in these jobs, and what kind of further educational avenues they might need to pursue.

Finding: While at the time of the survey only 6.4 percent of the unemployed respondents were actively seeking a job, active high school placement services could have benefited many of the former occupational students. Many respondents indicated a need for the assistance of school personnel in obtaining and re-obtaining employment when necessary.

Recommendation: The local school district should provide placement service for every student leaving school for the world of work. Each student should be given assistance, if desired, in finding initial employment. Beyond initial placement, school personnel should be available to assist former students in adjusting to the job and in obtaining any needed new job placement for a specified period of time. Placement responsibility should be shared by both counseling and occupational instruction personnel. Schools that cannot place their former students should seek the reason why.

Finding: The overall percentage of respondents who were found in training related employment at the time of the survey was low. However, respondents were generally well satisfied with their jobs. Satisfied alumni were thought of by their employer/supervisors as well suited for their jobs. Respondents indicated a preference for cluster oriented employment preparation and felt more emphasis should be placed upon the common job skills and related basic knowledge needed by all workers.

Recommendation: The emphasis given training related employment as an evaluative criteria should be carefully reconsidered. Use of other criteria--particularily at the secondary level--should recognize such considerations as:

1. students enroll in programs for reasons other than career interests, e.g., easiest route to a diploma or attractive alternatives are not open so the least unattractive curriculum is selected;
2. youth often change their career interests; and
3. students may gain broad skills and attitudes which enable them to perform in a broad spectrum of occupations.

Other criteria which may be more useful than related employment for determining curricular modification might include job satisfaction, alumni assessments of program effectiveness and recommendations for program improvement, and employer

appraisals of employment preparation and identification of important entry level skills.

Finding: Alumni respondents found their employment preparation programs to be most effective in preparing them to use job tools and equipment but recommended that training could be more realistic--more like the real job. Employer/supervisors rated alumni as less prepared in this aspect of employment than in several other aspects.

Recommendation: Occupational instructional programs need to be developed from a careful and systematic analysis of the job tasks performed on each level of an occupational cluster. Skills and the related technical information taught need to be realistic in terms of what is required to perform successfully on the job. Provisions must be made for the constant reevaluation and modification of curricular content in light of changing job requirements.

Finding: Alumni respondents found their employment preparation to be least effective in preparing them to interact with the public to be served, handle new or unpleasant job situations and talk to the boss about job problems. Employer/supervisors indicated the ability to get along with others as an important entry level skill.

Recommendation: Emphasis should be placed on identifying human interaction skills needed by workers in the occupational clusters and instructional methods for teaching these skills should be devised, tested and implemented. Teachers should be prepared at both the pre-service and in-service levels to teach these skills.

Finding: Employer/supervisors of employed respondents responded well to the survey request for program assessment. They were generally well pleased with the product of occupational education in Illinois. Illinois occupational

programs must provide basic enough preparation for the type of entry level positions program alumni obtain.

Recommendation: The willingness of employer/supervisors to participate in an evaluative role for the improvement of occupational education should be built on by local school personnel throughout Illinois. The involvement of these employment representatives who are knowledgeable about the needs of a technical society should be sought. Their advice and counsel on worker qualifications, training needs, job placement and program evaluation could have great impact on the improvement of those programs that utilize their competence.

CHAPTER I

INTRODUCTION

Occupational education as defined by the Vocational Education Act of 1963 and 1968 Amendments is to provide skills and knowledge which will enable youth and adults to enter in or advance within a specific occupation or group of related occupations which require less than a baccalaureate degree. Evaluation of programs of occupational education is mandated by the same legislation. National advisory committees on vocational education since 1938 have continually identified the lack of systematic followup of students after graduation or placement as a weakness in need of attention.

The technique of assessing the quality of program products via followup survey is believed to be an essential component of an evaluation system. Followup assessment is viewed by many as an important element in improving the responsiveness of occupational education to the needs of society. In early 1972, the Illinois Division of Vocational and Technical Education (hereafter referred to as the I.D.V.T.E.) Research and Development Unit contracted with the Center for Educational Studies at Eastern Illinois University to develop and test a system which would deliver followup data on a continuous basis. This continuous flow of uniform data is needed to replace the sporadic and isolated research activity of the past. The data will facilitate the establishment of priorities for the allocation of fiscal resources and guard against ineffective or misdirected educational programs.

The initial study design underwent modifications for a number of reasons. The survey sample was to consist of a population of "Class of '71" occupational

advisory personnel in local schools it became apparent that this approach was not feasible. After consultation with I.D.V.T.E. personnel, it was decided that followup procedures be designed to be initiated by the I.D.V.T.E. rather than the local districts. Survey results would then be transmitted back to the local districts. This approach will assist LEA personnel in evaluating program outcomes and enable them to devise better educational strategies and programs.

DEFINITIONS

The terminology and definitions--in effect, a language of communication--concerning different components of career education are in a state of flux. In order to communicate specific information concerning the scope of this project the following definitions, taken from Standard Terminology for Curriculum and Instruction in Local and State School Systems (U.S.O.E. publication, 1970), were adopted:

Course--An organization of subject matter and related learning experiences provided for the instruction of pupils on a regular or systematic basis, usually for a predetermined period of time (e.g., a semester, a regular school term, and a 2-week workshop). Credit toward graduation or completion of a program of studies generally is given pupils for the successful completion of a course.[1]

Vocational Course--A course approved under State Plan requirements for vocational and technical education.[2]

A program of studies--is a combination of related courses and/or self-contained classes organized for the attainment of specific educational objectives e.g., a program of special education for handicapped, a college preparatory

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[1]U.S. Office of Health, Education, and Welfare; National Center for Educational Statistics, Standard Terminology for Curriculum and Instruction in Local and State School Systems (Washington, D.C.: U.S. Government Printing Office, 1970), p. 62 (X 02 45.20).

[2]Ibid., p. 62 (X 02 45.21)

program, an occupational program (in a given occupation or cluster of occupations), a general education program, and a transfer program.[3]

Occupational training program--A secondary school, junior college, or an adult education program of studies designed primarily to prepare pupils for entrance into a specific occupation or cluster of occupations. This includes aspects of programs such as "vocational education", "cooperative on-the-job training."[4]

Vocational Program--A program of studies designed primarily to prepare pupils for work in the occupational area between that of the unskilled employee and that of the technician.[5]

A program completion--is an individual who has completed a program.

OBJECTIVES

Study objectives were predicated on the assumptions that: (1) the basic purpose of career education curriculum is to insure gainful employment in a specific or related occupation;[6] if the graduate cannot be placed in the field for which he is prepared something is wrong,[7] and (2) the graduate and his employer know the strengths and weaknesses of the program of employment preparation.[8] The overall objectives of the project were to:

1. Design and develop a system to gather, process and interpret followup data in formats usable by local vocational administrators with emphasis

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[3]Ibid., p. 42.

[4]Ibid., p. 88 (X 21 43.10)

[5]Ibid., p. 88 (X 21 43.30)

[6]Professional and Curriculum Development Unit. A Research Model for Curriculum Development in Vocational/Technical Education, pg. 35.

[7]Rupert N. Evans, Garth L. Mangum, and Otto Pragan. Preparation For Employment: The Background and Potential of the 1968 Vocational Education Amendments. Ann Arbor, Michigan: Institute of Labor and Industrial Relations, The University of Michigan - Wayne State University Washington, D.C.: National Manpower Policy Task Force, May, 1969, pg. 55.

[8]Ibid., pg. 54.

on followup of students after graduating, completing, a program, or dropping out to determine (a) relatedness between any training program and any employment situation, and (b) to measure the effectiveness of occupational programs.

2. Test the system by conducting an extensive in-depth followup study to determine the impact of occupational training programs on post-high school employment experiences, individual career development, and readiness for employment of students completing occupational programs in those schools scheduled for evaluation in FY 1973 under the DVTE Three Phase System for Statewide Evaluation of Occupational Education Programs.

CHARACTERISTICS OF THE DESIRED SYSTEM

In order to meet various state and local needs for data on program effectiveness the desired system should:

1. Provide information on program outcomes rather than processes;
2. Enable measurement of the progress of efforts toward achieving program objectives;
3. Provide feedback of followup data in formats usable by local vocational administrators and instructional personnel; and
4. Provide followup data to meet the needs of state personnel in reporting statewide data and determining educational needs and priorities.

CHAPTER II

PROCEDURES

INTRODUCTION

Programs of occupational training by nature differ in course content and physical facilities because they reflect the unique characteristics of dissimilar geographic areas. Therefore, it was necessary to identify characteristics which are common to successful occupational education programs, regardless of level, setting or location. Instruments and procedures for assessing program effectiveness can be designed only when these common objectives have been identified.

Based on the findings of literature review, meetings and interviews with occupational educators and utilization of special consultants, goal statements were formulated which reflected common characteristics of occupational education programs in the state of Illinois. Design of study survey instruments was predicated on the following assumptions concerning occupational education in Illinois:

Curriculum

1. The curriculum is designed to provide students opportunities to acquire and practice manipulative skills, technical knowledge, and related subject matter essential to qualify them for employment.
2. The curriculum provides opportunities for the development of competence in using tools, machines and materials of the occupation.
3. In programs to prepare students for entry into an occupation, the curriculum is designed to develop required abilities, including:

Requisite skills and knowledge, desirable work habits and attitudes, pride in workmanship, habits of occupationally acceptable personal grooming and dress, understanding appropriate employer-employee-customer relationships, knowledge of personal and business ethics, necessary communication skills, and habits of good health and safety practices.

4. Curricular content is based upon current employment practices.
5. The curriculum is planned to be articulated with advanced technical post-high school programs, as well as to provide training for entry employment in specific occupations.

Instruction

1. Occupational instruction develops to a marketable degree the abilities required by the occupation and the abilities to reason, solve problems, think independently, and make judgments necessary for employment in the chosen occupation.
2. Care is taken to assure that students understand and can meet licensing requirements, union memberships and other factors that may affect their employability.
3. Employment instruction includes such topics as: How to seek and obtain employment, social security, workman's compensation, the preparation of applications and resumes, the acquisition of personal tools and equipment, appropriate grooming, employment testing, and social and attitudinal skills neceasary for obtaining employment and for advancing on the job.

Vocational Guidance

1. Students have had early occupational orientation and experience vital to making immediate and long range career decisions.

2. Students are enrolled in occupational programs in which they have reasonable chance for successful completion and probability of successful employment.

3. The student's occupational program is planned around his career objective.

ALUMNI SAMPLE

Personnel from the Program Approval and Evaluation Unit of the I.D.V.T.E. requested that the followup sample consist of program completions from the secondary schools scheduled for on-site evaluation under the unit's Three Phase Evaluation System. Summarized followup data would then be available to members of the visitation teams to assist them in identifying target areas for evaluation of a school's occupational training programs.

Occupational alumni from the "Class of '71" would comprise the alumni population. The majority of occupational programs in Illinois under the 1968 Amendments to the Vocational Education Act of 1963 became operational in 1970. Therefore, 1971 would be the first class with alumni completing an occupational training program sequence.

Illinois is divided into six geographical regions. Region I, which includes Cook County, has two regional directors (one for Cook County and one for the rest of the region). In this study, Cook County was treated as a separate region. Under the Three Phase Evaluation System, approximately one-fifth of those school districts receiving reimbursement for occupational training programs are scheduled for on-site visitation each year. The Regional Director in each region selects the schools to be evaluated. In the selection process, efforts were made to see that schools were geographically distributed throughout the region. (See Figure 1)

A flyer describing the followup project accompanied the official notice of visitation that was sent to the LEA's scheduled for evaluation in FY 1973. A

FIGURE 1

GEOGRAPHIC DISTRIBUTION OF SCHOOL DISTRICTS
PARTICIPATING IN THE SURVEY BY REGIONS

week later each of the individual school superintendents was mailed an introductory letter from the followup project director and asked to name a contact person within the school system if the LEA desired to participate in the study. Ninety-one of the 96 secondary school districts scheduled for evaluation participated in the study representing 102 individual schools (See Table 1). Reasons for not participating were: no program completions for the specified year, followup had already been done on "Class of '71" students, school personnel preferred to do their own followup survey, or personnel changes made it impossible to participate.

TABLE 1

SUMMARY OF SCHOOLS PARTICIPATING BY REGION

Region	Number of Secondary Districts Being Evaluated	Number of Districts Participating in Followup Study	Number of Individual Schools
Cook County	8	7*	12**
Region I	14	13	16
Region II	15	15	18
Region III	14	13	13
Region IV	18	17	17
Region V	14	14	14
Region VI	13	12	12
	96	91	102

*While all City of Chicago Schools are in one school district, only four of the secondary schools were scheduled for evaluation in FY 1973. Three of the four schools chose to participate in the survey.

**Some school districts have more than one high school participating in the survey.

Table 2 compares the sample to the total program completions in Illinois by program areas for the 1970-71 school year. The evaluation cycle is planned so that every school receiving federal reimbursement is evaluated once every five years. Survey questionnaires were mailed to approximately 20 percent of the total Illinois occupational program completions. All unduplicated "Class of '71" occupational training program alumni whose names and usable addresses

were provided by participating school personnel were mailed survey instruments.

Five program areas are recognized by the I.D.V.T.E. for occupational programs in Illinois. One of the problems encountered by LEA's in the O.E. Coding of occupational training programs was the non-existence of an appropriate code to designate "interrelated" or "cooperative work experience" programs. Many LEA's used either a general 01.0000, 04.0000, 07.0000, etc., code or a 01.9900, 04.9900, 07.9900, etc., code to designate such programs. Other LEA's used the Code Number 18.9900 which is a number designating a Special Program--Secondary Level. This does not allow for classification of the specific program area in which the student was trained. As a result, a sixth category--Special Programs was utilized to report the findings for programs coded 18.9900. Programs coded within a program area (01.0000 or 01.9900) were included in the appropriate program area but measuring the relatedness of the training taken to subsequent employment was not always possible because of the broad nature of these code numbers.

The largest number of questionnaires sent by program area was to alumni of Business, Marketing and Management occupational programs (49.2 percent). Industrial programs accounted for 34.4 percent of the alumni sample. The remaining 16.4 percent of the questionnaires sent were to alumni of all other program areas. (See Table 2)

In this document, the following abbreviations appear at the head of data column when findings are reported by program areas:

AGRI BUS	:	Applied Biological and Agricultural Occupations
BUS OCC	:	Business, Marketing and Management occupations (includes Distributive Occupations)
HLTH OCC	:	Health Occupations
IND OCC	:	Industrial Oriented Occupations
P&P SERV	:	Personal and Public Service Occupations
SPEC PROG	:	Cooperative Work Experience of interrelated on-the-job training programs under the O.E. Code 18.9900 in which the specific job for which trained was not identified
STATE	:	Total for all programs in Illinois

TABLE 2

SURVEY SAMPLE AS COMPARED TO TOTAL PROGRAM COMPLETIONS IN ILLINOIS (FY 1971) BY PROGRAM AREA

Program Area	Illinois completions*		Sent**		Usable Response	
	Number	%	Number	%	Number	%
Total BUS OCC	34,369	56.0	5,912	49.2	2,787	53.6
Total IND OCC	17,237	28.1	4,133	34.4	1,607	30.9
Total P&P SERV	4,662	7.6	553	4.6	259	5.0
Total AGRI BUS	4,123	6.7	542	4.5	223	4.3
Total HLTH OCC	954	1.6	298	2.5	160	3.1
Total SPEC PROG, N.E.C.***	0	0.0	582	4.8	167	3.2
GRAND TOTAL	61,372	100.0	12,020	19.6[a]	5,203	8.9[b]

*Taken from O.E. Form 3139, Illinois, Secondary level, dated 5 '71

**All unduplicated "Class of '71" occupational program alumni whose names and addresses were provided by local districts were mailed survey instruments.

***N.E.C.--"Not Elsewhere Classified", are Cooperative Work Experience or Interrelated on-the-job training programs under the O.E. Code 18.9900. The specific program areas in which training was taken was not specified.

[a]Percent of Grand Total completions (column 1)

[b]Percent of Grand Total completions (column 1)

Table 3 summarizes the response rate of alumni to the survey by regions. Column 2 represents the percentage of questionnaires returned by the U.S. Postal Service as undeliverable. The number of questionnaires postally returned was subtracted from the number of questionnaires sent to determine the number of questionnaires assumed received. The response rate was calculated using this adjusted number. Column 4 represents the percentage of responses received that were unusable due to inaccurate or incomplete data. It was discovered that some schools included other than "Class of '71" program alumni. Two schools

participating in the survey sent only "Class of '72" alumni and these responses were coded non-usable in order to keep the sample as originally specified. The percentage of usable alumni responses to the survey was 46.4 percent.

TABLE 3

ALUMNI RESPONSE RATE BY REGION

Region	Number of Questionnaires Sent	Percent Postally Returned	Number of Responses	Percent of Nonusable Responses	Percent of Usable Responses
Cook County	3,547	9.41	1,411	2.83	42.67
Region I	2,571	5.52	1,152	5.03	45.03
Region II	1,638	4.95	781	9.22	45.51
Region III	918	4.47	480	2.78	53.36
Region IV	1,306	4.59	609	8.05	45.27
Region V	1,195	6.44	630	2.22	55.19
Region VI	846	6.38	394	2.04	48.73
State Totals	12,021	6.56	5,457	4.65	46.36

EMPLOYER/SUPERVISOR SAMPLE

Responding alumni employed at the time of the survey were asked to provide the name and business addresses of their employer or supervisor. Three thousand one hundred and forty-nine (3,149) employer or supervisors were identified and mailed survey instruments. Table 4 summarizes the employer response by region.

TABLE 4

EMPLOYER RESPONSE RATE BY REGION

Region	Number of Questionnaires Sent	Number of Postal Returns	Number of Responses	Percent of Responses
Cook County	848	13	677	81.1
Region I	731	6	613	84.6
Region II	447	0	384	85.9
Region III	250	1	214	85.9
Region IV	370	0	324	87.6
Region V	306	3	267	88.1
Region VI	197	1	172	87.8
State Totals	3,149	24	2,651	84.8

Employer/Supervisors polled responded well to the request for help in evaluating occupational program effectiveness. This high response rate appears to indicate that employers are willing to participate in evaluating the preparation for employme that is provided for students in secondary programs.

DEVELOPMENT AND USE OF SURVEY INSTRUMENTS

Design of survey instruments was predicated on the statements reflecting common characteristics of occupational training programs in the state of Illinois. These statements were presented in the first section of this chapter.

One indication of a successful occupational training program is the ability of the training institution to develop occupational competency in students. Indications that this objective has been reasonably achieved are:

1. Program completions obtain, hold, and advance in jobs related to their preparation;
2. Program completions feel that their preparation has been relevant to their employment needs;
3. Employers feel program completions have been well prepared for their job;
4. Program completions feel satisfied with their jobs;
5. Program completions recommend the program to others; and
6. Negative (undesirable) outcomes are minimal. Negative outcomes and indices of negative outcomes include:
   a. program completions and/or employers of program completions express dissatisfaction with preparation received.
   b. program completions' job performance is unsatisfactory, and/or
   c. program completions fail to obtain or hold a job in the field of preparation.

Followup data measuring the progress of occupational training programs toward achieving general objectives should include:

1. Employment status: employed, unemployed, never employed, not available to the labor force;
2. Field of employment: related, somewhat related, not related, not employed;
3. Job mobility profile;
4. Education since leaving high school;
5. Satisfaction with job held; and
6. Satisfaction with occupational preparation provided by the training institution.

The survey instruments were designed to collect data usable by administrators at both state and local levels. Survey instruments were originally developed in doctoral research at The Ohio State University. Personnel from The Center for Vocational and Technical Education reviewed and verified data items. From May 15, 1971 through August 31, 1971, personnel in the School of Home Economics at Eastern Illinois University under contract with the Research and Development Unit of the I.D.V.T.E., conducted an exploratory study of Illinois Cooperative Home Economics Occupational Program graduates. This study was designed to test the use of certain procedures and instruments for possible use in a statewide investigation of all occupational training programs. Revisions were made to adapt the instruments to all five occupational program areas. Revised instruments were reviewed by I.D.V.T.E. personnel in the Research and Development, the Program Approval and Evaluation, and the Special Programs--Guidance units and by guidance and administrative personnel in small, medium and large school districts. The alumni instrument was then pilot tested using former occupational students from the different program areas. Further refinements were made to accomodate suggestions made by reviewers and the pilot test group.

The Educational Testing Service on behalf of the State of Illinois Advisory Council on Vocational Education reviewed survey instruments and procedures

developed for followup study. The review of the followup materials was quite favorable. The report of the study states:

> "The follow-up procedures that were prepared for pilot use by the Center for Educational Studies at Eastern Illinois University include many of the features that should be found in good follow-up instrumentation."[1]

DATA COLLECTION

Three mailings were utilized to obtain maximum response. The first request consisted of a cover letter from the local school district, a survey instrument and a stamped addressed return envelope. A reminder postcard to nonrespondents was sent ten days after the initial mailing. After another ten day interval, a third mailing consisting of a second copy of the questionnaire, local district cover letter, and stamped return envelope was posted to nonrespondents. Mailing procedures were the same for both alumni and employer/supervisor populations. (See Appendix D for instruments, cover letters and postcard reminders.)

PROCESSING OF DATA

Returned instruments were reviewed and coded for processing. Data was then keypunched. When an alumni indicated leaving school in a year other than during or upon completion of the 1970-71 school year, the LEA contact person was asked to verify the date of completion or leaving school. In cases where the leaving date was not consistent with the specified survey requirements, the response was considered non-usable.

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[1]Daniel P. Norton,, and Donivan J. Watley,, The Efficiency and Efficacy of Evaluation Practices of the Illinois Division of Vocational and Technical Education--Final Report (Evanston, Illinois: Educational Testing Service, December 21, 1972), p. 83.

CHAPTER III

DESCRIPTION OF ALUMNI RESPONDENTS

The major purpose of the followup survey was to determine the status of occupational program completions after one years availability to the labor force. However, some data concerning the characteristics of the sample were gathered. This general information is presented in this chapter.

RESPONSE RATE OF ALUMNI POPULATION

Alumni of Health Occupations programs responded best (53.7 per cent). Business, Marketing and Management alumni responded at a 47.1 percent rate and Personal and Public Services alumni at a 46.9 percent rate. Only 28.3 percent of the Special Programs (Interrelated, CWE, etc.) alumni responded. (See Table 5.) Alumni from Region V responded above state averages in all program areas. Region III alumni responded above state averages in all but the Business, Marketing, and Management Occupations program area. The overall response rate for Cook County and Region IV alumni was below the state average.

STATUS OF RESPONDENT WHEN LEAVING HIGH SCHOOL

One of the characteristics desired in design of the alumni survey instrument was that alumni leaving school prior to graduation could complete the questionnaire as well as high school graduates. For the study, an occupational training program completion was defined as an individual who completed an occupational training program and (1) graduated from high school, or (2) left school without graduating. Therefore, dropouts of programs were not followed up but those members of the "Class of '71" who completed a program and left school without graduating were included.

Table 6 shows that only 1.4 percent of the respondents had completed an occupational training program and left school without graduating. This number was not large enough to allow separate reporting of findings and so they are included in other tables with graduates of high school. Approximately 10 percent of those completing Special Programs (Cooperative Work Experience or Interrelated Programs not classified by specific program codes) left school prior to graduating. Only 1.8 percent of these alumni indicated they left school to enter the labor force. Another 6.8 percent gave "personal reasons" or "didn't like school" as reasons for not completing high school. The other 1.2 percent left school to enter another school or training program. Approximately 99 percent of the respondents were high school graduates.

SEX

In the total sample (See Table 6), females constituted 54.6 percent of the population, males 45.3 percent. Applied Biological and Agricultural Occupations (Agri. Bus.) and Industrial Oriented Occupations (Ind. Occ.) were typically male program areas. Typically female program areas included Health Occupations (Hlth. Occ.) and Personal and Public Service (P&P Serv.). With the exception of some programs in the Business, Marketing, and Management Occupations (Bus. Occ.) program completions were generally female. (See Table 7 for exceptions.) Males predominated in Special Programs but not to the extent that it could be considered an area in which one sex or another generally enrolled.

SPECIFIC PROGRAMS COMPLETED

Two hundred and thirteen specific occupational training programs are recognized by the I.D.V.T.E. in the publication Vocational and Technical Education: Descriptions, Definitions and O.E. Coding. For the purpose of clarity, programs are reported in Table 6 by subject matter and principal

TABLE 5

RESPONSE RATE* BY PROGRAM AREA, REGION AND STATE

Program Area	Regions							
	Cook Co. %	I %	II %	III %	IV %	V %	VI %	State %
HLTH OCC	53.5	55.6	52.6	59.5	58.6	100.0	40.7	53.7
BUS OCC	42.8	47.9	46.3	60.1	43.2	54.0	51.5	47.1
P&P SERV	40.5	47.3	48.1	46.7	40.0	51.2	55.9	46.9
AGRI BUS	50.0	57.9	29.8	49.2	35.6	45.3	34.6	41.1
IND OCC	35.0	34.9	40.3	42.1	45.1	48.7	40.7	38.9
SPEC PROG	19.6	30.2	38.8	50.0	33.7	76.9	31.8	28.7
Percentage by Region	38.7	42.6	43.3	50.9	38.7	51.6	45.6	43.3

*Not adjusted to exclude postal returns.

TABLE 6

CHARACTERISTICS OF RESPONDENTS BY PROGRAM AREA

	AGRI BUS %	BUS OCC %	HLTH OCC %	IND OCC %	P&P SERV %	SPEC PROG %	STATE %
1. Graduate Status							
Graduated	98.7	99.1	98.7	98.8	96.9	90.2	98.6
Completed program; did not graduate	1.3	0.9	1.3	1.2	3.1	9.8	1.4
Number responding	223	2764	159	1589	257	163	5155
2. Sex							
Male	98.7	19.5	4.4	90.2	10.4	68.9	45.3
Female	1.3	80.5	95.6	9.8	89.4	31.1	54.6
Number responding	223	2786	160	1604	259	167	5199

segment (first four digits in the O.E. Code, e.g., 01.01) with the exception of Home Economics Occupations (gainful) and Technical Education which need six digits to specify training program. Since the 74 principle programs identified by LEA's participating in the survey would be unwieldy, findings are reported in the rest of this document by the six program areas described in Chapter 2.

ENCOURAGERS TO ENROLL IN OCCUPATIONAL TRAINING PROGRAM

Approximately one-half of the respondents indicated no one encouraged them to enroll in the occupational training program they completed (46 percent). Program selection was influenced by school personnel (Table 7, rows three and four combined) in 20.3 percent of the cases. Parents, guardian, or other family member were identified as influencers by 20.2 percent of the respondents. Peer group encouragement (rows five and six combined) was indicated by 11. 5 percent of the respondents.

TABLE 7

SEX OF RESPONDENTS BY PROGRAM TAKEN

O.E. Program Code	Program Title	Male %	Female %	Number in State
AGRI BUS				
01.00	Applied Biological & Agricultural Occupations	100.0	0.0	26
01.01	Agicultural Production	96.2	3.8	106
01.02	Agricultural Supply & Services	100.0	0.0	10
01.03	Agricultural Mechanics	100.0	0.0	36
01.04	Agricultural Products	100.0	0.0	2
01.05	Ornamental Horticulture	91.7	8.3	12
01.06	Agricultural Resources	100.0	0.0	8
01.07	Forestry	100.0	0.0	1
01.99	Agriculture; Other	100.0	0.0	22
BUS OCC				
04.00	Distributive Education	32.7	67.3	52
04.01	Advertising Services	100.0	00.0	1
04.02	Apparel & Accessories	50.0	50.0	2
04.03	Automotive	100.0	00.0	3
04.06	Food Distribution	16.7	83.3	12
04.08	General Merchandise	48.3	51.7	87
04.09	Hardware, Building Materials, Farm & Garden Supplies & Equipment	00.0	100.0	2
04.10	Home Furnishings	100.0	00.0	1
04.20	Retail Trade; Other	80.0	20.0	20
04.99	Distributive: Other (Businesses not Classifiable as either Wholesale or Retail)	42.5	57.5	179
14.00	Office Occupations	07.7	92.3	91
14.01	Accounting & Computing Occupations	44.0	56.0	489
14.02	Business Data Processing Systems Occupations	40.7	59.3	91
14.03	Filing, Office Machines, & General Office Clerical Occupations	05.5	94.5	381
14.04	Information Communication Occupations	33.3	66.7	3
14.05	Materials Support Occupations	71.4	28.6	7
14.06	Personnel, Training, & Related Occupations	50.0	50.0	2
14.07	Stenographic, Secretarial, & Related Occupations	02.1	97.9	906
14.08	Supervisory & Administrative Management Occupations	72.7	27.3	11
14.09	Clerk-Typist	14.9	85.1	269
14.99	Office Occupations; Other (n.e.c.)	12.2	87.8	139
16.0117	Scientific Data Processing	34.2	65.8	38
SPEC PROG				
18.99	Special Program, Secondary	68.9	31.1	167

Table 7 continued

O.E. Program Code	Program Title	Male %	Female %	Number in State
HLTH OCC				
07.00	Health Occupations	05.6	94.4	18
07.01	Dental	00.0	100.0	1
07.02	Medical Laboratory Technology	100.0	00.0	1
07.03	Nursing	01.8	98.2	112
07.04	Rehabilitation Assistant	33.3	66.7	3
07.05	Radiologic	00.0	100.0	2
07.09	Miscellaneous Health Occupations	08.3	91.7	12
07.99	Health Occupations; Other	09.1	90.9	11
P&P SERV				
09.00	Home Economics	00.0	100.0	4
09.0200	Occupational Preparation	05.7	94.3	35
09.0201	Care and Guidance of Children	00.0	100.0	37
09.0202	Clothing Management, Production, & Services	00.0	100.0	26
09.0203	Food Management, Production, & Services	19.4	80.6	36
09.0204	Home Furnishings, Equipment, & Services	00.0	100.0	14
09.0205	Institutional & Home Management & Supporting Services	00.0	100.0	17
09.99	Occupational Preparation; Other	08.0	92.0	25
17.26	Personal Services (Cosmetology)	07.3	92.7	41
17.29	Quantity Food Occupations	54.2	45.8	24
IND OCC				
16.0100	Engineering Related Technology	100.0	00.0	8
16.0103	Architectural Technology	100.0	00.0	6
16.0105	Chemical Technology	100.0	00.0	1
16.0108	Electronic Technology	100.0	00.0	15
16.06	Miscellaneous Technical Education (n.e.c.)	50.0	50.0	2
17.00	Trade and Industrial Occupations	71.2	28.8	66
17.01	Air Conditioning	100.0	00.0	4
17.02	Appliance Repair	85.7	14.3	7
17.03	Automotive Services	96.6	03.4	236
17.04	Aviation Occupations	93.8	06.3	16
17.07	Commercial Art Occupations	40.5	59.5	37
17.09	Commercial Photography Occupations	50.0	50.0	4
17.10	Construction & Maintenance Trades	99.2	00.8	133
17.13	Drafting	95.8	04.2	288
17.14	Industrial Electrician	92.3	07.7	26
17.15	Electronics Occupations	99.3	00.7	142
17.19	Graphic Arts Occupations	89.4	10.6	94
17.23	Metalworking	100.0	00.0	236
17.27	Plastics Occupations	00.0	100.0	4
17.31	Small Engine Repair, Internal Combustion	90.9	09.1	11
17.33	Textile Production & Fabrication	41.2	58.8	17
17.35	Upholstering	100.0	00.0	1
17.36	Woodworking	100.0	00.0	46
17.99	Trade and Industrial Occupations (n.e.c.)	69.6	30.4	204

TABLE 8

SOURCE OF ENCOURAGEMENT TO ENROLL IN OCCUPATIONAL TRAINING BY PROGRAM AREA

Encouragers	AGRI BUS %	BUS OCC %	HLTH OCC %	IND OCC %	P&P SERV %	SPEC PROG %	STATE %
No one	43.7	46.6	40.8	46.7	44.9	39.3	46.0
Parent(s), guardian, or family member	24.6	22.9	13.6	16.4	15.7	17.2	20.2
Guidance counselor or administrator	9.6	9.8	15.0	12.3	16.1	21.4	11.4
A teacher	11.1	8.4	9.5	9.5	9.3	6.2	8.9
A student who took the program	5.0	4.7	9.5	6.2	5.9	11.0	5.6
A friend	4.0	5.6	10.9	6.6	5.5	4.1	5.9
Other	2.0	1.9	0.7	2.4	2.5	0.7	2.0
Number responding	199	2553	147	1427	236	145	4707

CHAPTER IV

POST HIGH SCHOOL EXPERIENCE OF ALUMNI RESPONDENTS

INTRODUCTION

In assessing the progress of occupational education toward meeting Congressional mandates set forth in the Vocational Education Amendment of 1968, data on the post high school experience of program completions must be considered. Larson reports that quality programs of employment preparation grow out of the needs of people. If individuals can be taught how to work and be provided with employment skills, knowledges, habits and attitudes in keeping with the needs of employers, the costs of welfare and institutional care will be diminished.[1] Swanson observed that vocational education has little value to the individual or to the economy unless the skills which are learned enable a person to obtain and hold a job. Students must be able and willing to perform services and produce products which are in demand in the labor market.[2]

Under the broad concepts of occupational training in Illinois, students should be encouraged to enroll in occupational programs in which they have reasonable chance for successful completion and probability of successful employment. Students who have successfully completed occupational training programs should be able to obtain, hold and advance in jobs related to their

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[1]Milton E. Larson. "Attitude, Money and Program," in Contemporary Concepts in Vocational Education, Gordon F. Law, ed., Washington, D.C. American Vocational Association, Inc., 1971, pp. 55-56.

[2]J. Chester Swanson, "Criteria for Effective Vocational Education," in Contemporary Concepts in Vocational Education, Gordon F. Law, ed., Washington, D.C., American Vocational Association, Inc., 1971, p.24.

preparation.

Findings reported in this chapter are concerned with the status of occupational program completions after one years availability to the labor force; length of time it took to find initial employment; number of jobs held since leaving school; reasons for job changes; relatedness of employment at the time of the survey to training taken; reasons for non-related employment; satisfaction with job held at the time of the survey.

STATUS OF RESPONDENTS AT THE TIME OF THE SURVEY

The percentage of alumni who were in the labor force at the time of the survey ranged from a high of 86 percent in Industrial Oriented Occupations to a low of 58.4 percent in Health Occupations. A high of 28.3 percent of the Health Occupations alumni were not available to the labor force, however. The percentage of alumni who were unemployed and actively seeking employment at the time of the survey ranged from 3.6 percent in Agri-Business Occupations to a high of 11.6 percent of those prepared in Special Programs. (See Table 9).

STATUS OF RESPONDENTS IN CONTINUING EDUCATION

While it can be argued that failure to enter the labor market constitutes failure of occupational instruction, it is considered by many that further education, perhaps induced by the training program is not contrary to the best interest of occupational alumni or to the interests of society in general. The strict interpretation of the stated purpose of occupational education to prepare students to enter the labor market limits the broad scope envisioned for such education. One amplification of the directives of the 1968 Amendments may be found in the following statement considered worthy of "serious consideration" by the House Committee on Education and Labor (House Report No. 1647)."Vocational programs should be developmental, not terminal, providing maximum options for

TABLE 9

STATUS OF RESPONDENTS AT THE TIME OF THE SURVEY BY PROGRAM AREA*

Program Area	Number Responding	Employed Labor Force						Unemployed Labor Force	Military Labor Force	Not Available to the Labor Force			
		Employed full-time	Employed part-time	Work part-time; School part-time	Work full-time; School part-time	Full-time student; Work part-time	TOTAL Employed	TOTAL Actively seeking a job	TOTAL Military Service	Full-time student	Full-time homemaker	Unemployed; not seeking work	TOTAL Not Available
AGRI BUS	220	48.6	01.8	01.4	01.4	18.2	71.4	03.6	10.9	12.7	00.0	01.4	14.1
BUS OCC	2762	48.6	04.1	02.5	03.1	14.0	72.3	06.0	01.9	13.0	04.3	02.1	19.4
HLTH OCC	159	37.1	02.5	01.9	03.1	13.8	58.4	10.9	02.5	15.7	05.0	07.6	28.3
IND OCC	1598	49.8	16.0	02.6	04.1	13.5	86.0	06.0	09.5	09.9	00.5	01.3	11.7
P&P SERV	255	45.9	09.0	00.4	01.2	07.5	64.0	09.8	02.8	07.1	13.3	03.1	23.5
SPEC PROG	164	51.8	07.9	02.4	02.4	05.5	70.0	11.6	01.8	03.7	04.3	08.5	16.5
STATE	5158	48.6	04.0	02.4	03.2	13.4	71.6	06.4	04.9	11.5	03.4	02.2	17.1

*In percentages

students to go to college, pursue postsecondary vocational and technical training or find employment."[3]

Of the 30.5 percent of the survey respondents who were continuing their education at the time of the survey, 62.2 percent were also in the labor market and 81.7 percent were full-time students. Whether the secondary occupational training induced further education or provided employment skills which enabled respondents to help pay their way, was not determined in this study. However, this large percentage who combined work and study must be taken into consideration when assessing labor force participation. (See Table 10).

LENGTH OF INITIAL JOB SEARCH

Sixty percent of the respondents who have been employed at some time since leaving high school found their first job within a month after leaving school. Approximately 12 percent of the alumni had never been employed since leaving high school. (See Table 11). Alumni of Health Occupations (20.8 percent) and Personal and Public Service (13 percent) program areas had the highest percentage of never employed respondent. Programs completions in these areas were female in nature. Only 9.8 percent of the Industrial Oriented alumni (largely male in nature) and 9.2 percent of the Special Program alumni had not been employed since leaving high school.

REASONS FOR NEVER HAVING BEEN EMPLOYED

A majority of those respondents who had never been employed since leaving high school were in school (59.2 percent). Those alumni indicating they had

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[3]John Beaumont, "Philosophical Implications of the Vocational Education Amendments of 1968", in Contemporary Conception in Vocational Education, Gordon F. Law, ed., Washington, D.C., American Vocational Association, Inc., 1971, pp. 12-13.

TABLE 10

STATUS OF RESPONDENTS IN CONTINUING EDUCATION AT THE TIME OF THE SURVEY BY PROGRAM AREA

Status	AGRI BUS %	BUS OCC %	HLTH OCC %	IND OCC %	P&P SERV %	SPEC PROG %	STATE %
Percent of all respondents who are in continuing education	33.7	32.6	43.5	30.1	16.2	14.0	30.5
School part-time; work part-time	1.4	2.5	1.9	2.6	0.4	2.4	2.4
School part-time; work full-time	1.4	3.1	3.1	4.1	1.2	2.4	3.2
Full-time student; work part-time	18.2	14.0	13.8	13.5	7.5	5.5	13.5
Full-time student	12.7	13.0	15.7	9.9	7.1	3.7	11.5
Percent of respondents in continuing education who are also in the labor force	62.2	60.1	54.5	67.1	56.1	73.9	62.2
Percent of those in continuing education who are full-time students	91.9	82.8	85.5	77.7	90.2	65.2	81.7
Number responding	74	902	55	480	41	23	1575

"not been able to get a job" ranged from a high of 22.5 percent (Personal and Public Service) to a low of 2.4 percent (Agri-Business) with an overall average for the state of 12.9 percent. Respondents who did not want a job ranged from a high of 27.5 percent in Personal and Public Service and 21.2 percent in Health Occupations (female areas in enrollment) to a low of 1.5 percent in Industrial Occupations and 0 percent in Agri-Business (generally male areas of enrollment). In assessing program effectiveness based on these findings, women's work patterns should be taken into consideration. Overall, only .6 percent of the never employed respondents indicated they couldn't earn enough money to make it work working. (See Table 12).

TABLE 11

LENGTH OF TIME TO FIND FIRST JOB BY PROGRAM AREA

	AGRI BUS %	BUS OCC %	HLTH OCC %	IND OCC %	P&P SERV %	SPEC PROG %	STATE %
Less than one month	66.2	57.6	59.7	65.4	42.4	64.7	59.9
One to three months	11.0	15.2	11.0	14.7	19.3	11.1	14.8
Three to six months	03.3	06.7	02.6	05.6	10.5	09.8	06.4
Over six months	07.1	08.0	05.8	04.6	14.7	05.2	07.1
No job since leaving high school	12.4	12.5	20.8	09.8	13.0	09.2	11.8
Number responding	2.0	2613	154	1467	238	153	4835

TABLE 12

REASONS FOR NEVER HAVING BEEN EMPLOYED SINCE LEAVING HIGH SCHOOL BY PROGRAM AREA

Reasons	AGRI BUS %	BUS OCC %	HLTH OCC %	IND OCC %	P&P SERV %	SPEC PROG %	STATE %
I'm in school	68.3	65.9	57.6	52.9	30.0	42.7	59.2
I have not been able to get a job	02.4	12.3	12.1	13.7	22.5	19.1	12.9
I'm in the military service	22.0	04.8	00.0	27.0	02.5	14.3	12.0
Do not want a job	00.0	10.4	21.2	01.5	27.5	14.3	08.8
Other	02.4	05.1	09.1	02.9	10.0	09.5	04.9
Poor Health	02.4	01.1	00.0	01.0	02.5	00.0	01.1
Couldn't get into the union	02.4	00.0	00.0	01.0	02.5	00.0	00.6
I can't make enough money to make it worth working	00.0	00.5	00.0	00.0	02.5	00.0	00.6
Number responding	41	375	33	204	40	21	714

REASONS FOR PART-TIME EMPLOYMENT

Approximately 20 percent of the employed respondents were employed part-time (see Table 9). These respondents were asked whether this was all they could get or if this was all they wanted. Part-time work was chosen by 62.4 percent and 37.6 percent indicated this was all they could find. (See Table 13.)

TABLE 13

REASONS FOR PART-TIME EMPLOYMENT BY PROGRAM AREA

Reasons	AGRI BUS %	BUS OCC %	HLTH OCC %	IND OCC %	P&P SERV %	SPEC PROG %	STATE %
That's all I care to work	51.4	67.1	69.6	59.5	43.9	38.1	62.4
That's all I can get	48.6	32.9	30.9	40.5	56.1	61.9	37.6
Number responding	35	474	23	247	41	21	841

NUMBER OF JOBS HELD

In a rapidly changing industrial society, the chances for individuals to make several job changes are increasing. National advisory concils on vocational education have long indicated that the job changing profile of program completions has been less than desirable. One of the purposes of the broad concept of career development is to enable students to have the type of pre-employment experience that will help them make immediate and long range career decisions. Early job information, orientation and experience are designed to help eliminate aimless wandering in the labor market in an attempt to find a satisfying job. While the nature of entry-level employment is such that job changes can be expected, it appears that after availability to the labor market for one year 46.3 percent of the occupational alumni have held only one job. An additional 30.6 percent have held only two different jobs. Only 4.2 percent have changed jobs four or more times. (See Table 14.)

TABLE 14

NUMBER OF JOBS HELD SINCE LEAVING HIGH SCHOOL
BY PROGRAM AREA

Number of Jobs	AGRI BUS %	BUS OCC %	HLTH OCC %	IND OCC %	P&P SERV %	SPEC PROG %	STATE %
One job	41.3	46.2	47.8	39.8	42.0	46.3	43.9
Two jobs	26.8	30.3	22.6	32.5	32.3	29.3	30.6
Three jobs	12.2	09.7	09.4	14.5	08.6	12.2	11.3
Four or more jobs	06.6	03.2	01.9	05.6	05.1	04.9	04.2
No job	26.8	10.7	18.2	07.6	12.1	07.3	10.0
Number responding	213	2719	159	1545	257	164	5057

REASONS FOR JOB CHANGES

In Table 15, the reason "took a better job" was most frequently cited for changing jobs (26.8 percent). Another 17.3 percent of the respondents left jobs to enter school. If amount of education does influence job options, with more education bringing concommitant advances up the job ladder, then it might be conjectured that 44.1 percent of the total job changes (first two rows combined) were made in pursuit of better jobs. Another 24.3 percent of the job changes were because respondents were in temporary jobs or were laid off. Alumni experiencing job change due to temporary jobs ranged from a high of 24.3 percent of the Agri-Business alumni to a low of 7.4 percent of the Special Program alumni. Only 2.6 percent of the Health Occupations alumni were "laid off". Approximately 10 percent of the Special Programs (9.5 percent) and the Personal and Public Service (9.1 percent) alumni changed jobs because of low pay. Table 15 summarizes the reasons for the 4,296 job changes made by the respondents. These changes are broken down into reasons for leaving first job, second job, third job, and fourth job in Appendix Tables C-1, C-2, C-3, and C-4.

TABLE 15

REASONS FOR LEAVING JOBS HELD BY PROGRAM AREA

Reasons	AGRI BUS %	BUS OCC %	HLTH OCC %	IND OCC %	P&P SERV %	SPEC PROG %	STATE %
Took a better job	23.8	26.8	23.1	28.1	20.9	27.7	26.8
Entered school	17.8	19.8	26.5	15.1	07.7	10.1	17.3
Temporary job ended	24.3	14.7	07.7	13.5	12.3	07.4	14.1
Laid off	11.4	07.7	02.6	13.3	12.3	13.5	10.2
Pay too low	03.2	06.6	06.8	08.0	09.1	09.5	07.2
Disliked the work	01.1	04.8	02.6	04.7	06.4	06.1	04.7
Military service	10.3	01.8	01.7	06.9	02.3	06.8	04.1
Moved away	00.5	04.9	03.4	02.6	06.4	05.4	03.9
Got married	00.0	03.3	03.4	00.9	05.9	02.0	02.4
Disliked the hours	02.2	02.0	04.3	02.4	00.9	05.4	02.3
Disliked the people	02.7	02.4	03.4	01.8	01.8	01.4	02.2
Too far to drive	00.5	02.2	02.6	01.4	03.2	00.7	01.8
Family reasons	01.1	01.8	05.1	00.6	06.4	01.4	01.7
Health problems	01.1	01.4	06.8	00.6	04.6	02.7	01.5
Number responding	185	2107	117	1519	220	148	4296

THE MEASUREMENT OF JOB RELATEDNESS TO OCCUPATIONAL INSTRUCTIONAL PROGRAMS

One of the purposes of this survey was to test a method of measuring the relatedness of respondent's employment to training taken. The importance of such measurement depends upon ones' perception of the purpose of occupational training. If the primary purpose of job training is to prepare students for entry into the labor force where they may then acquire necessary job skills, employment may be used as a principle measure of program effectiveness. However, under the Vocational Education Act of 1963 and the subsequent 1968 Amendments,

occupational education is perceived to have a responsibility for providing knowledge, skills and competences relevant to a specific occupation or related group of occupations. Thus, it is necessary to be able to specify, for a given instructional program and occupation the degree of relatedness.

The method utilized for measuring the relatedness of employment to training taken is based on the U.S. Office of Education document, Vocational Education and Occupations, which links occupational education programs to occupations. The purpose of matching instructional programs to occupations is to:

1. Assist State agency personnel in describing job market in terms of occupational programs;
2. Assist occupational educators in planning programs; and
3. Provide counseling and guidance personnel with realistic information concerning the relationship between occupational education programs and occupations in which program completers may find employment.

The selection of occupations associated with instructional programs is based largely on the experiences of vocational technical educators. An Ad Hoc committee in each of the seven recognized occupational education areas applied the following rationale for the selection of items in each of the subject-matter areas: 1) the items were determined by consensus of the committee to be appropriate to the subject-matter area; 2) the items could be defined in brief form using only salient descriptive elements; and 3) the various items classified under a subject-matter area were identifiable by titles, which the Ad Hoc committee considered to be most commonly used in the subject-matter area. Each occupational program was assigned an Office of Education Code (O.E. Code) number, e.g., 01.0200--Agricultural Supplies/Services; 04.0800--General Merchandise; 07.0303--Nursing Assistance (Aide); 09.0201--Care and Guidance of Children, etc.

The O.E. Code Number is divided into three segments:

14.0702 -- O.E. Code Number for Secretaries

14. -- Subject-Matter Area (in this case disignating Business, Marketing, and Management Occupations)

.07 -- Principle Segment (in this case designating Steographic, Secretarial and Related Occupations)

02 -- Specific Division of Principle Segment (in this case designating Secretaries)

Within the Principle Segment 14.0700--Stenographic, Secretarial, and Related Occupations, three Specific Divisions are recognized by the I.D.V.T.E. They are:

14.0701 -- Executive Secretary,

14.0702 -- Secretaries, and

14.0703 -- Stenographers.

Each Specific Division prepares workers for occupations having substantial similarities, e.g., similarity in the work performed; similarity in the abilities and knowledge required of the worker for successful job persormance; similarity in the tools, machines, instruments and other equipment worked on or with. For example, the Specific Division 14.0702--Secretaries prepares workers for the following occupations:

O.E. Code	Program Name	D.O.T. Code	Occupational Title
14.0702	Secretaries	201.268	Social Secretary
		201.368	Legal Secretary
		201.368	Medical Secretary
		201.368	Secretary

Each employed survey respondent was asked to provide: 1) the title of his/her job; 2) the type of business; and 3) a list of job duties. Almost any job title has a description in the Dictionary of Occupational Titles, Volume I, (D.O.T.), this information was used to assign a D.O.T. Code number for the job the respondent held. (An explanation of the D.O.T. Classification System appears in Appendix A.) Since each occupational training program is related to a specific group of occupations by D.O.T. Code number, it was then a simple matter to match the D.O.T.

Code Number of the job with the O.E. Code number of the training program completed to determine the relatedness of the job to the training taken. Categories for describing the relatedness of training to employment are as follows:

"Same" or "Closely Related" occupation. When a respondent was found in either a 201.268--Social Secretary or a 201.368--Secretary, including Legal and Medical, occupation and that respondent was trained in a 14.0702--Secretaries program, the respondent was in the "same" occupation for which trained or in a "closely related" occupation.

"Related" occupation. When a respondent was found in either a 201.268--Social Secretary or a 201.368--Secretary, including Legal and Medical, occupation and that respondent was trained in a 14.0700--Stenographic, Secretarial and Related Occupation or a 14.0701--Executive Secretary or a 14.0703--Stenographers coded program (all programs are within the same Principle Segment as the 14.0702--Secretaries), the respondent was in a "related" occupation. All programs within a Principle Segment are related to each other and to the corresponding related occupations.

"Non-related" occupation. When a respondent was found in either a 201.268--Social Secretaries or a 201.368--Secretaries, including Legal and Medical, occupation and that respondent was not trained in a program coded 14.0702--Secretaries ("closely related") or in a 14.0700--Stenographic, Secretarial, and Related Occupations, a 14.0701--Executive Secretaries, or a 14.0703--Stenographers (all "related"), the respondent was in a "non-related" occupation. Even though the respondent may have been in another 14.XXXX program there are not the type of substantial similarities necessary to qualify it as a "related" training program.

A fourth category for describing the relatedness of training to employment was necessary where broad occupational O.E. Code numbers were assigned to programs, e.g., 01.0000--Agricultural Occupations; 18.9900--Cooperative Work Experience, etc. Since these programs do not have matching occupations, it is not possible to use the matching procedure. In cases where the respondents indicated they were not working in occupations for which trained, they were coded as "non-related" and when relatedness was not determinable they were coded "not measurable".

The jobs held by respondents employed at the time of the survey are listed in Appendix A. The extreme right column of Table A-2 contains the instructional programs that are related to the occupation or group of related occupations. Appendix B contains the instrument used in this study to determine the relatedness of the occupation found in to the training taken.

The relatedness (Table 16--rows one and two combined) of training to job found in at the time of the survey ranged from a high of 62 percent among Health Occupations alumni to a low of 17 percent among Industrial Oriented Occupations alumni. (Special Program alumni excluded.) Overall, 23 percent of the employed respondents were in related occupation, 68 percent were in non-related occupations and 8 percent of the respondent's jobs and training were not measurable.

REASONS FOR NON-TRAINING RELATED EMPLOYMENT

In Table 17, the reason most frequently cited for employment in a job not related to training was,"Couldn't find a job for which I was trained". Overall, 31.6 percent checked this category with a range from a high of 37.8 percent (Industrial Occupations) to a low of 12.7 percent (Special Programs). Note that 25.5 percent of the Special Program alumni indicated they couldn't earn enough money while 21.4 percent of the Health Occupations alumni didn't like the jobs for which they were trained. The "other" category was checked by 26.8 percent of the respondents to this item. Reasons written in the blank by this category

TABLE 16

RELATEDNESS OF TRAINING TO EMPLOYMENT AT THE TIME OF THE SURVEY BY PROGRAM AREA

Relatedness	AGRI BUS %	BUS OCC %	HLTH OCC %	IND OCC %	P&P SERV %	SPEC PROG %	STATE %
Same or closely related occupation	13.0	08.0	40.0	10.0	20.0	01.0	10.0
Related occupation	07.0	19.0	12.0	07.0	09.0	00.0	13.0
Non-related occupation	72.0	68.0	37.0	75.0	66:0	38.0	68.0
Not measurable	08.0	05.0	12.0	09.0	06.0	61.0	08.0
Number responding	145	1945	95	1127	175	114	3601

TABLE 17

REASONS FOR EMPLOYMENT IN A NON-RELATED OCCUPATION

Reasons for non-related jobs	AGRI BUS %	BUS OCC %	HLTH OCC %	IND OCC %	P&P SERV %	SPEC PROG %	STATE %
Couldn't find a job for which I was trained	36.6	28.7	21.4	37.8	21.2	12.7	31.6
Other	21.2	29.6	21.4	24.9	27.1	20.0	26.8
I didn't like the jobs for which I was trained	11.3	16.4	21.4	08.2	11.7	12.7	12.7
Needed more training and couldn't get it	08.5	12.2	14.3	12.5	09.4	14.6	12.1
I couldn't earn enough money	11.3	06.3	10.7	07.3	12.9	25.5	07.9
Didn't know what the job was really like	05.6	03.3	00.0	03.9	02.4	03.6	03.5
Not presently employed	02.8	02.0	07.1	02.8	08.2	05.5	02.9
No chance for promotion	02.8	01.5	03.6	02.7	07.1	05.5	02.5
Number responding	71	797	28	674	85	55	1710

frequently cited: "Didn't know I was being trained for a job"; "What occupational program"; "Didn't look for a job in that area";"It was better than the other courses the school offered"; Wanted to get out of school early"; etc. Most of the "other" reasons specified were related to a lack of guidance in high school program selection or a lack of understanding the nature of occupational training.

JOB SATISFACTION

Another indication of the success of an occupational training program is the degree of job satisfaction felt by program alumni. The importance of the satisfaction dimension to the labor market has been recognized but vocational followup information available on job satisfaction is fragmentary.

Respondents employed at the time of the survey were asked how they felt about the job they held. Thirty-six percent of the respondents indicated very high job satisfaction, 31.4 percent indicated high job satisfaction and 23.8 percent indicated moderate job satisfaction. Only 7.7 percent (Table 18, rows four and five combined) indicated low or very low job satisfaction. Note that 53.9 percent of the Health Occupations Alumni were very highly satisfied with their jobs. The highest percentage of low job satisfaction was experienced by Industrial Occupations respondents.

FACTORS CONTRIBUTING TO JOB SATISFACTION

Information on factors which act as job satisfiers adds a psychological dimension to program appraisal. The job factors listed in the survey instrument were identified by respondents to the pilot (Home Economics Cooperative) study in 1971. The most frequently mentioned job satisfier (Table 19) was "everything" (26.7 percent). Another 21.1 percent liked the "nature of the work". Job context factors (i.e., security of having a job, good pay, fellow workers, possibilities for advancement, the hours, and employer) were named as job

TABLE 18

EMPLOYED RESPONDENT'S SATISFACTION WITH JOB HELD AT THE TIME OF THE SURVEY BY PROGRAM AREA

Satisfaction	AGRI BUS %	BUS OCC %	HLTH OCC %	IND OCC %	P&P SERV %	SPEC PROG %	STATE %
I like it very much	33.6	39.7	53.9	29.6	33.5	31.8	36.1
I like it	36.3	31.5	26.4	30.4	34.8	34.6	31.4
It's ok	26.0	21.8	15.4	27.4	22.4	28.0	23.8
Not what I'd hoped	2.7	5.6	3.3	10.1	8.7	5.6	7.0
It's awful	1.4	1.4	1.1	2.6	0.6	0.0	1.7
Number responding	146	1953	91	1136	161	107	3594

satisfiers by 38 percent of the respondents. Job content factors (i.e., nature of the work, meeting people, and pleasant job duties) were named 32 percent of the time. The category "everything" contains both context and content factors.

TABLE 19

FACTORS CONTRIBUTING TO JOB SATISFACTION BY PROGRAM AREA

Job factors	AGRI BUS %	BUS OCC %	HLTH OCC %	IND OCC %	P&P SERV %	SPEC PROG %	STATE %
Everything	25.2	28.6	35.8	23.2	25.9	24.7	26.7
Nature of the work	38.5	19.9	30.9	21.4	15.0	16.1	21.1
Security of having a job	08.6	10.5	04.9	13.8	10.9	10.8	11.3
Good pay	11.9	08.5	03.7	15.8	08.8	14.0	11.0
Meeting people	01.5	06.5	08.6	03.6	15.0	03.2	05.8
Fellow workers	05.9	06.2	03.7	04.0	08.2	06.5	05.5
Pleasant job duties	03.7	06.5	03.7	03.1	04.1	07.5	05.1
Possibilities for advancement	02.2	04.0	04.9	10.5	02.7	08.6	04.8
The hours	02.2	04.5	01.2	03.5	06.1	03.2	04.1
Nothing	00.0	03.2	01.2	04.4	01.4	02.2	03.3
Employer	01.5	01.6	01.2	00.6	02.0	03.2	01.2
Number responding	135	1805	81	1046	148	97	3307

FACTORS CONTRIBUTING TO JOB DISSATISFACTION

Job context factors (low pay, the hours, no possibilities for advancement, working conditions, fellow workers, the boss) were identified by 39.4 percent of the respondents as job dissatisfiers. Job content factors (nature of the work, some customers, patients, etc., unpleasant job duties) were identified by 22.2 percent of the respondents as job dissatisfiers. (See Table 20.) Note that 37.6 percent of the respondents to this item indicated that there

were no disliked job factors while only 1.1 percent disliked everything about the job they held.

TABLE 20

FACTORS CONTRIBUTING TO JOB DISSATISFACTION BY PROGRAM AREA

Job factors	AGRI BUS %	BUS OCC %	HLTH OCC %	IND OCC %	P&P SERV %	SPEC PROG %	STATE %
No dislikes	36.7	39.6	44.2	35.4	27.5	35.7	37.6
Low pay	17.3	17.9	20.9	15.7	26.1	15.3	17.6
Nature of the work	05.8	09.8	07.0	08.9	06.5	06.1	09.1
Some customers, patients, etc.	05.8	07.7	01.2	05.0	07.8	11.2	06.7
Unpleasant job duties	16.6	04.9	05.8	07.8	03.9	08.2	06.4
The hours	04.3	05.1	08.1	07.7	09.2	07.1	06.2
No possibilities for advancement	04.3	05.9	04.7	06.8	07.8	03.1	06.1
Working conditions	06.5	03.0	07.0	07.5	03.3	10.2	04.9
Fellow workers	01.4	03.1	00.0	02.2	05.2	01.0	02.7
The boss	01.4	02.0	01.2	01.6	02.0	02.0	01.9
Dislike everything	00.0	01.0	00.0	01.6	00.7	00.0	01.1
Number responding	139	1871	86	1067	153	98	3414

AREAS OF DIFFICULT ADJUSTMENT IN INITIAL EMPLOYMENT

Fifty percent of the difficult adjustments in initial employment were related to performance factors characteristic to a given job in a given place of employment. (See Table 21.) Twenty-six percent of the respondents experienced no difficult adjustment in initial employment. Twenty-one percent of the respondents felt the most difficult adjustments were related to personal factors such as making decisions, efficient use of time and getting along with other people.

TABLE 21

AREAS OF MOST DIFFICULT ADJUSTMENT IN INITIAL EMPLOYMENT BY PROGRAM AREAS

Area of adjustment	AGRI BUS %	BUS OCC %	HLTH OCC %	IND OCC %	P&P SERV %	SPEC PROG %	STATE %
Performance Factors							
Learning the layout, routine, machines, etc.	32.0	31.0	24.0	27.0	28.0	22.0	29.0
Speed	12.0	12.0	08.0	14.0	16.0	13.0	13.0
Certain job tasks	08.0	08.0	06.0	08.0	05.0	09.0	08.0
Subtotal	52.0	51.0	38.0	49.0	49.0	44.0	50.0
Personal Factors							
Making decisions	08.0	07.0	12.0	05.0	05.0	08.0	07.0
Managing time efficiently	06.0	07.0	10.0	07.0	08.0	07.0	07.0
Patience, courtesy, initiative, etc.	04.0	03.0	03.0	04.0	04.0	05.0	03.0
Getting along with the public	02.0	02.0	02.0	02.0	04.0	07.0	02.0
Working with fellow workers	01.0	01.0	02.0	02.0	01.0	02.0	02.0
Subtotal	21.0	20.0	29.0	20.0	22.0	29.0	21.0
Nothing	25.0	25.0	33.0	28.0	23.0	20.0	26.0
Everything	02.0	01.0	01.0	01.0	03.0	02.0	01.0
Other	01.0	03.0	02.0	03.0	02.0	03.0	03.0
Number responding	171	2160	123	1204	208	127	3996

*Will not total 100 percent due to rounding

OCCUPATIONAL CATEGORIES OF JOBS HELD BY RESPONDENTS

In the Dictionary of Occupational Titles, 21,741 separate occupations have been defined, classified, and identified by 6-digit numbers. The three digits to the left of the decimal identify the Occupational Group Arrangement. The first digit identifies a broad occupational category according to work field, purpose, material, product, subject matter, service, generic term, and/or industry. There are nine occupational categories. Appendix A contains an explanation of the D.O.T. Classification System.

Table 22 shows that the largest number of employed respondents were found in the clerical and sales occupational category (46.4 percent). Fourteen percent were found in service occupations. Processing, machine trades, bench work and structural work occupations accounted for 24.1 percent of the jobs employed respondents found. Specific occupations are listed in Appendix Table A-2.

JOB DIVISIONS IN WHICH MORE THAN FIFTY RESPONDENTS WERE EMPLOYED

The nine broad occupational categories in the Occupational Group Arrangement are divided into 84 broad subject matter divisions, reflected in the first and second digits of the D.O.T. Code. The eighteen job divisions reported in Table 23 were divisions in which the largest groups of respondents found employment. Appendix Table A-2 lists all the jobs employed respondents were found in at the time of the survey.

SPECIFIC JOBS IN WHICH MORE THAN FIFTY RESPONDENTS FOUND EMPLOYMENT

The third digit in the Occupational Group Arrangement identifies the occupational groups, which range from two to twenty-six within each subject matter division. Each of the jobs in an occupational group contain many identical or very similar tasks. The greatest number of employed respondents

held jobs at the time of the survey in the occupational group for clerk-typist (305) or in the secretarial group (272). (See Table 24.) One hundred fifty-three respondents were working as nurse aides, medical attendants, orderlies or psychiatric aides. Note that only 1.7 percent of the salespersons (flying squad) were trained in a related program while 67.2 percent of the receptionists were making some use of their training. Appendix Table A-2 lists all the specific jobs in which employed respondents were found at the time of the survey.

TABLE 22

JOBS HELD BY RESPONDENTS AT THE TIME OF THE SURVEY BY OCCUPATIONAL CATEGORY

Occupational category	Number Employed	Percent of Total Employed
Clerical and Sales Occupations	1672	46.4
Service Occupations	505	14.0
Machine Trades Occupations	314	08.7
Structural Work Occupations	283	07.9
Miscellaneous Occupations	247	06.9
Professional, Technical, and Managerial Occupations	204	05.7
Bench Work Occupations	172	04.8
Farming, Fishery, Forestry, and Related Occupations	102	02.8
Processing Occupations	96	02.7

TABLE 23

D.O.T. JOB DIVISIONS IN WHICH MORE THAN FIFTY RESPONDENTS WERE EMPLOYED AT THE TIME OF THE SURVEY

D.O.T. Job Division	Job Division Title	Number Employed
200.-209.	Stenography, Typing, Filing & Related Occupations	735
210.-219.	Computing & Account Recording Occupations	339
250.-299.	Sales Occupations	268
310.-319.	Food & Beverage Preparations & Service Occupations	207
350.-359.	Miscellaneous Personal Service	166
230.-239.	Information & Message Distribution Occupations	146
620.-629.	Mechanics & Machinery Repairmen	141
220.-229.	Material & Production Recording Occupations	126
860.-869.	Construction Occupations	112
920.-929.	Packaging & Materials Handling Occupations	97
610.-619.	Metalwork Occupations	68
910.-919.	Transportation Occupations	63
070.-079.	Medical & Dental Assistants & Technicians	60
420.-429.	Miscellaneous Farming & Related Occupations	59
240.-249.	Miscellaneous Clerical Occupations	58
330.-339.	Barbering, Cosmetology, & Related Occupations	57
600.-609.	Metal Machining Occupations	53
180.-189.	Managers and Officials, N.E.C.	53

TABLE 24

OCCUPATIONAL GROUPS IN WHICH MORE THAN FIFTY RESPONDENTS WERE EMPLOYED AT THE TIME OF THE SURVEY

D.O.T. Code	Job Title	Number Employed	Percent Who Were Trained in Related Programs
Clerical and Sales Occupations			
209.388	Clerk-Typist; Mortgage Clerk; Statement Clerk; Tax Clerk	305	33.6
201.368	Secretaries, including Legal and Medical	272	62.9
210.388	Bookkeeper	61	14.8
237.368	Receptionist	61	67.2
289.458	Salesperson--Flying Squad	60	1.7
219.388	General Office Clerk; Billing Clerk; Medical Ward Clerk	55	47.3
203.588	Typist; Telegraphic Typewriter Operator	51	58.8
Service Occupations			
355.878	Nurse Aide; Medical Attendant; Orderly; Psychiatric Aide	153	46.2
311.878	Waiter; Waitress; Counterman; Busboy	93	11.6
313.381	Cook; Food Service Worker	60	20.0
332.271	Cosmetologist	53	34.0
Machine Trades Occupations			
620.381	Automobile Service Mechanic	79	41.8
616.380	Machine Operator; Set-up Man	53	17.0

CHAPTER V

ALUMNI AND EMPLOYER/SUPERVISOR ASSESSMENTS OF OCCUPATIONAL PROGRAM EFFECTIVENESS

One of the basic assumptions upon which this study was predicated was that the former student and his/her employer know the strengths and weaknesses of programs of occupational preparation.[1] Information was gathered from former students and their employers at the time of the survey to determine their satisfaction with secondary level occupational instruction. Reported in this chapter are: alumni assessments of the effectiveness of the occupational training they received in high school, alumni recommendations for program improvement, employer/supervisor assessments of alumni preparation for employment, alumni suitability for the job held, and entry level skills considered important by employer/supervisors.

ALUMNI RATINGS OF TRAINING EFFECTIVENESS

Respondents to the alumni survey were asked to rate the helpfulness of their high school occupational training in preparing them for eleven aspects of employment. Rating was done on a four point scale: 1 = None, 2 = Little, 3 = Some, and 4 = Much. Ratings were averaged by program areas and by total responses. Average ratings below 2.5 on the four point scale were considered indicators of program ineffectiveness while ratings of 3.0 and above were

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[1] Rupert N. Evans, Garth L. Mangum, and Otto Pragan, Preparation for Employment: The Background and Potential of the 1968 Vocational Education Amendments (Ann Arbor, Michigan: Institute of Labor and Industrial Relations, The University of Michigan--Wayne State University; Washington, D.C.: National Manpower Policy Task Force, May 1969), p. 55.

considered desirable. It appears that while only three aspects of employment received less than a 2.5 average rating, overall, the alumni assessments of the helpfulness of their training is low (see Table 25). Alumni of Health Occupations programs consistently rated their training higher than overall averages. Six aspects of program preparation were rated above 3.0 with preparation for getting along with the patient being rated at 3.48 and knowing what to do on the job being rated at 3.36. Personal and Public Service respondents rated their occupational training most effective in getting along with the customer, patient, etc., (3.07) and in getting along with other workers (3.03). Special Program respondents found most help in getting along with other workers (3.14), applying for a job (3.06) and interviewing for a job (3.02).

Overall ratings show that programs of occupational preparation in Illinois are most effective in teaching students how to use job tools and equipment (2.94) and in efficient use of time and energy (2.81). Helpfulness in getting along with the public served was ranked eight in order of program effectiveness while being able to talk to the boss about job related problems and understanding union membership were ranked tenth and eleventh respectively.

WHETHER OR NOT ALUMNI WOULD RECOMMEND TRAINING TAKEN TO OTHERS

Alumni respondents were asked if they would recommend the training program they completed to other students. In view of the low average ratings of program helpfulness in preparing them for employment, it was anticipated that the percentage who would recommend the training to others would be lower than it was. Ninety-three percent of the respondents would recommend their training program to others (see Table 26). Recommenders ranged from a high of 97 percent of the Health Occupations alumni to a low of 89 percent of the Personal and Public Service alumni. When 46 percent of the respondents

TABLE 25

ALUMNI RATINGS OF TRAINING CONTRIBUTION TO EMPLOYMENT
BY PROGRAM AREAS

Aspect of Employment	AGRI BUS %	BUS OCC %	HLTH OCC %	IND OCC %	P&P SERV %	SPEC PROG %	STATE %
Knowing how to use tools and equipment on the job	2.84	2.97	3.18	2.97	2.70	2.42	2.94
Using time and energy	2.69	2.82	3.10	2.76	2.97	2.79	2.81
Getting along with other workers	2.87	2.74	3.17	2.81	3.03	3.14	2.81
Applying for a job	2.38	2.95	2.89	2.28	2.79	3.06	2.73
Interviewing for a job	2.35	2.95	2.80	2.22	2.76	3.02	2.70
Knowing what to do in this kind of job	2.50	2.65	3.36	2.71	2.78	2.51	2.68
Finding needed information	2.63	2.66	2.96	2.63	2.72	2.61	2.66
Getting along with the customer, patient, etc.	2.43	2.64	3.48	2.32	3.07	2.97	2.61
Handling new or unpleasant situations	2.48	2.43	3.14	2.38	2.62	2.57	2.46
Being able to talk to the boss about job problems	2.43	2.32	2.57	2.39	2.59	2.80	2.38
Understanding union membership	1.55	1.52	1.86	1.58	1.87	1.95	1.58
Number responding	179	2263	131	1279	219	145	4216

indicated no one influenced their decision to enroll in the program they took and many respondents indicated they weren't aware that they had enrolled in a job preparation program, one must question why such a large percentage of alumni would recommend the program to other students. It may be that the respondents did not have attractive alternatives open to them and their enrollment may have represented selection of the least unattractive curriculum. Or, respondents may have felt that while the instructional program was not as

helpful as it could have been, it was more useful than watered down general algebra or the atomic weight of carbon.

TABLE 26

WHETHER OR NOT RESPONDENTS WOULD RECOMMEND OCCUPATIONAL TRAINING TO OTHERS BY PROGRAM AREA

Recommendation	AGRI BUS %	BUS OCC %	HLTH OCC %	IND OCC %	P&P SERV %	SPEC PROG %	STATE %
Would recommend the program	92.0	93.0	97.0	94.0	89.0	93.0	93.0
Would not recommend the program	08.0	07.0	03.0	06.0	11.0	07.0	07.0
Number responding	190	2513	158	1371	249	152	4633

ALUMNI RECOMMENDATIONS FOR PROGRAM IMPROVEMENT

Alumni were asked to indicate what would improve the occupational training they had received in high school. The most frequently made recommendation was that more individual help be given students in learning about what kinds of jobs they might get, what courses to take in high school, what kind of post-high school training they might need (36.8 percent checked this item). (See Table 27.) Another 25.8 percent felt placement service--more help with knowing where and how to get a job after high school, was needed in the school. It would appear that many former students felt their career choices were left to chance. This is particularily discouraging, since it suggests that irreversible educational decisions by high school students are being made on the basis of relative ignorance. Other recommendations made by at least 20 percent of the respondents to this item included: training needs to be more like the real job (23.8 percent), training should be "cluster" oriented (22.3 percent), and more emphasis should be placed on related job skills (20.6 percent). Note that while 9.6 percent of the respondents felt teachers should know more about the

jobs they're teaching 19.0 percent of the Agri-Business respondents checked this improvement. Only 2.3 percent of the overall respondents to this item felt that occupational training should be narrow in scope and prepare students for one specific job.

ALUMNI SUITABILITY FOR EMPLOYMENT

Employer/supervisors of respondents employed at the time of the survey were asked to rate the suitability of the occupational program completions for the jobs they held. One indication of the success of programs of occupational preparation is the degree of suitability of former students for employment. While the percentage of alumni who found training related employment is small, there are in addition to technical skills related skills and knowledge that are needed by all workers. Programs of occupational preparation are responsible for developing attitudes, basic knowledge, and habits appropriate for the world of work as well as technical skills.

Employer/supervisors found 73.5 percent of the employed respondents to be highly suited for the job they held at the time of the survey (Table 28, rows one and two combined). Only 3.9 percent were rated as not suited for the job they held (rows four and five combined).

A determination of the degree of correlation between employed respondents' satisfaction with the job held and employer/supervisors' assessment of their suitability for the job was made. The hypotheses was made that respondents who were satisfied with their job would also be rated as suitable for that job. There was a high positive correlation between alumni response to the item measuring job satisfaction and employer/supervisors' ratings of suitability (.9998--correlation matrix).

TABLE 27

RESPONDENTS' RECOMMENDATIONS FOR IMPROVING OCCUPATIONAL TRAINING RECEIVED IN HIGH SCHOOL BY PROGRAM AREAS
(Multiple responses)

Recommendations	AGRI BUS %	BUS OCC %	HLTH OCC %	IND OCC %	P&P SERV %	SPEC PROG %	STATE %
More individual help should be given students in learning what kind of jobs they might get, what courses to take in high school, what kind of schooling they might need after high school.	33.0	37.4	33.8	36.7	34.5	38.8	36.8
More help with knowing where and how to get a job after high school.	13.0	25.5	15.0	25.7	27.9	23.8	25.8
Training needs to be more like the real job.	20.5	26.4	11.9	21.9	21.7	18.1	23.8
Training should prepare you for several jobs	23.0	24.1	13.8	19.2	22.9	27.5	22.3
Training should include things like how to: get along with co-workers, the boss, the customer; get into the union; take license exams; file income tax; apply for workman's compensation; dress for the job.	21.5	23.5	21.3	16.0	15.9	18.8	20.6
Greater variety of classroom activities (field trips, etc.)	22.0	16.5	17.5	14.9	15.3	21.9	16.4
Offer a greater selection of training programs.	21.5	19.0	13.1	13.3	19.0	19.4	17.2
No improvements needed	07.5	10.8	27.5	09.7	08.1	08.1	10.7
Teachers should know more about the jobs they're teaching.	19.0	08.8	10.6	09.3	12.8	07.5	09.6
Other	03.0	04.3	04.4	05.5	04.3	05.6	04.7
Training should prepare you for one specific job rather than for several jobs.	04.0	01.7	02.5	02.8	01.6	05.3	02.3
Number responding	200	2638	160	1467	258	160	4883

TABLE 28

SUITABILITY FOR EMPLOYMENT ACCORDING TO EMPLOYER/SUPERVISORS BY PROGRAM AREA

Suitability	AGRI BUS %	BUS OCC %	HLTH OCC %	IND OCC %	P&P SERV %	SPEC PROG %	STATE %
Exceptionally able	33.3	33.8	28.8	29.4	33.7	20.7	31.9
Well	41.0	41.0	42.4	42.3	40.8	45.1	41.6
Acceptable	20.5	22.4	27.1	22.6	21.4	28.0	22.7
Poorly	03.8	02.7	01.7	05.0	03.1	04.9	03.5
Not at all	01.3	00.1	00.0	00.7	01.0	01.2	00.4
Number Responding	78	1441	59	738	98	82	2496

EMPLOYER/SUPERVISOR ASSESSMENTS OF PROGRAM EFFECTIVENESS

Employer/supervisors of respondents employed at the time of the survey were asked how well prepared the former occupational students were for the jobs for which hired. Fifteen aspects of employment were rated on a four point scale: 1 = Not at all; 2 = Poorly; 3 = Somewhat; and 4 = Well. Ratings reported in Table 29 were averaged by program areas and by the total for all program areas. Overall employer/supervisor ratings were above 3.3 in all listed aspects of employment. Alumni ability to work with others was rated highest (3.83 on a four point scale) with job knowledge being rated lowest at 3.38. Only two ratings within program areas fell below the desirable level (3.0) but were still within the acceptable range (2.5). Employed Personal and Public Service respondents were rated 2.93 and employed Industrial Occupations alumni were rated 2.73 in accepting advice and supervision. Employer/supervisors seem to be pleased with the preparation of former occupational students in the selected aspects of employment rated.

Seven aspects of employment were analyzed to determine the amount of correlation existing between employer/supervisor appraisals of readiness for employnent and alumni appraisals of the contribution their occupational program made to their employment. There was a high positive correlation between the two raters concerning knowing how to use job tools and equipment (.9808). Employer/supervisors and alumni did not perceive the ability to talk to the boss in the same way (correlation matrix of .0245). (See Appendix Table C-5). Employer/supervisors rated alumni ability to talk to the boss about job problems at 3.54 while alumni rated the same ability at 2.38.

Overall employer/supervisor ratings by regions were also computed and are reported in Appendix Table C-6. The percentage of employer/supervisors who indicated specific employment aspects did not apply for the job held are reported in the same table. In 99.1 percent of the jobs held, the ability to accept advice and supervision was rated as applicable. Regular attendance was applicable to 99.0 percent of the jobs; cooperativeness and ability to get along with others was applicable in 98.6 percent of the jobs; dependability in 98.9 percent; work quantity in 98.0 percent; work quality in 97.9 percent; initiative in 97.8 percent; ability to talk to the boss in 96.9 percent; and adaptability to new situations in 96.2 percent of the jobs.

IMPORTANT ENTRY SKILLS IDENTIFIED BY EMPLOYERS

Employer/supervisors were asked to check three entry personal qualities and/or job skills they considered most important for employment in the jobs held by the employed former occupational students. The ability to get along with others--other workers, customers, patients, etc., was named by 53.6 percent of the employer/supervisors responding to this item (see Table 30). Accuracy was indicated as important by 51.2 percent of the employer/supervisors.

TABLE 29

EMPLOYER/SUPERVISOR RATINGS* OF EMPLOYEE PREPARATION FOR EMPLOYMENT BY PROGRAM AREA

Aspects of Employment	AGRI BUS	BUS OCC	HLTH OCC	IND OCC	P&P SERV	SPEC PROG	STATE
Cooperativeness, ability to work with others	3.90	3.84	3.81	3.81	3.83	3.73	3.83
Attendance, reporting for work regularly	3.81	3.82	3.83	3.76	3.80	3.71	3.80
Accepting advice and supervision	3.73	3.77	3.78	2.73	2.93	3.71	3.76
Serving the public, patient, etc.	3.74	3.04	3.75	3.86	3.77	3.60	3.68
Safety habits, minimizing chance for accidents	3.61	3.74	3.64	3.63	3.78	3.49	3.68
Appearance, presenting a business image	3.62	3.70	3.71	3.58	3.70	3.50	3.66
Quality of work, ability to meet quality demands	3.78	3.68	3.61	3.60	3.65	3.52	3.65
Quantity of work, output of satisfactory amount	3.70	3.68	3.70	3.59	3.67	3.44	3.65
Dependability, thorough completion of a job	3.74	3.63	3.63	3.52	3.65	3.48	3.60
Adaptable to new situations	3.77	3.60	3.55	3.07	3.56	3.51	3.57
Use of tools and equipment	3.60	3.57	3.37	3.56	3.45	3.49	3.56
Being able to talk to the boss about job problems	3.60	3.54	3.47	3.53	3.54	3.58	3.54
Selection and care of space, materials, and supplies	3.60	3.60	3.49	3.43	3.64	3.29	3.54
Initiative, doing jobs that need doing	3.51	3.50	3.57	3.40	3.51	3.24	3.47
Job know-how, application of technical knowledge and skill	3.51	3.39	3.44	3.33	3.31	3.29	3.38

*Ratings indicate the average on a four point scale: 1 = Not at all prepared; 2 = Poorly prepared; 3 = Somewhat prepared; and 4 = Well prepared.

Competency in using job tools, machines and materials was only identified as important in 21.6 percent of the positions. These findings are consistent with the findings of other studies indicating that personal qualities dominate the entry level scene. In many jobs, skills can be learned quickly on the job. In other jobs, no particular skills are necessary except the ability to follow directions. There are some entry level jobs, however, in which specific skills are important and employer/supervisors prefer these skills be obtained before employment.

Important entry level personal qualities and job skills were also broken down to see if differences exist between geographic regions in the state. These findings are reported in Appendix Table C-7.

MULTIPLE REGRESSION ANALYSIS

Alumni responses to two of the survey questions were analyzed using multiple linear regression techniques. This analysis was done to determine if:

1. respondents who were in training related jobs at the time of the survey rated the helpfulness of their training program differently than respondents who were not in training related employment;
2. there was a significant difference between the ratings of alumni from different program areas on the helpfulness of the training program,
3. the recommendations for program improvement made by respondents who were in training related jobs differed significantly from the recommendations for program improvement made by respondents who were not in training related employment; and
4. there was a significant difference between the recommendations made by alumni from different program areas.

Each alumni's response to everyone of the eleven possible choices on the two items was regressed to determine the effect of job relatedness and program

TABLE 30

IMPORTANT ENTRY LEVEL SKILLS IDENTIFIED BY EMPLOYER/SUPERVISORS BY PROGRAM AREA*

Entry level skill	AGRI BUS %	BUS OCC %	HLTH OCC %	IND OCC %	P&P SERV %	SPEC PROG %	STATE %
Ability to get along with others--other workers, customers, patients, etc.	48.1	56.3	72.3	46.7	56.7	54.2	53.6
Accuracy, quality and thoroughness	37.0	59.1	40.0	41.7	42.3	34.9	51.2
Positive attitude toward work	39.5	39.2	40.0	43.6	43.3	50.6	41.3
Dependability	51.6	34.8	32.3	38.0	46.2	41.0	36.7
Judgment--ability to make decisions, ability to plan and organize	27.2	26.2	33.8	25.2	21.2	24.1	25.5
Attendance and punctuality	25.9	22.7	20.0	28.7	26.0	26.5	25.0
Competency in using job tools, machines, and materials	39.5	17.9	10.8	28.8	12.5	20.5	21.6
Initiative	14.8	17.4	09.2	23.2	20.2	22.9	19.0
Appearance and grooming	11.1	14.9	09.2	09.0	20.2	09.6	12.9
Work quantity	16.0	10.1	06.2	13.8	13.5	09.6	11.4
Other	00.0	01.1	00.0	01.6	01.0	00.0	01.1

*The percentages will not total 100 percent due to multiple responses to this item. Each employer/supervisor was asked to check 3 personal qualities or job skills that were most important for a person entering the job held by the employee being rated. The table should read--of the employer/supervisors responding to this item, 53.6 percent checked ability to get along with others. . . . as an important entry level skill.

area upon the response. In all, a total of 22 regressions were run with the general form: Response = f(Program Area, Job Relatedness). The sample consisted of only those respondents who reported having a job at the time of the survey. The sample size was 3603.

Overall, the predictive value of these equations was low. The coefficient of determination was below 10 percent in all cases. However, we were interested in determining the effect of related employment and program area on the responses of employed survey participants.

In the assessment of the helpfulness of occupational training in preparing respondents for employment, six of the regressions were statistically significant (see Appendix Table C-8). Job relatedness was more important than program area in three of the responses: knowing how to use tools and equipment on the job, knowing what one does on this kind of job, and being able to talk to the boss about job problems. In the case of knowing how to talk to the boss, the relationship is negative meaning the less related the job to the trainir , taken the more helpful the program area was in teaching the student how to talk to the boss. In seven of the eleven aspects of employment, the program area is more important in explaining participants' responses (see partial correlation coefficients in Appendix Table C-8) but in only five aspects are the regression coefficients statistically significant.

On the item soliciting recommendations for program improvement, training related employment was more important than program area in only one choice--training needs to be more like the real job. This can be seen from the relative values of the two partial correlation coefficients in Appendix Table C-9. This was the only regression on this item in which the regression coefficient was statistically significant. The program area was significant in explaining responses in five of the eleven recommendations for improvement.

CHAPTER VI

CONCLUSIONS AND IMPLICATIONS

This study focused on six principle dimensions in evaluating the effectiveness of programs of occupational preparation in Illinois: the basis on which occupational decisions were made; the post-high school status of occupational program completers; employment experience of program completers; alumni assessments of program helpfulness and recommendations for program improvement; employer/supervisor appraisals of employee preparation for employment; and entry level personal qualities and job skills considered important for employment.

In order to avoid broad generalization about occupational training based on the total for all programs, findings were also reported in this document by program areas. Since the literature review showed that emphasis has been placed on the importance of occupational students finding employment related to training, an attempt was made to determine the effect of this variable on program effectiveness and recommendations for program improvement.

BASIS UPON WHICH OCCUPATIONAL DECISIONS WERE MADE

Survey findings show that educational decisions made by high school students in selecting occupational preparation programs tend to be left to chance. It is discouraging that only 20 percent of the respondents named school personnel as influencers in their decision to enroll in occupational training. While there is much verbal support for exploration of the world of work, occupational orientation, and pre-employment experience, evidence shows that these concepts have not yet had much influence upon secondary level students.

Many respondents were unaware of the nature of the occupational courses in which they had enrolled. They did not know the courses were employment preparation courses and many did not look for a job in the area of their preparation after leaving high school. Provisions must be made for establishing an organized system of providing occupational information and orientation so youth will have a sound basis upon which to make meaningful decisions concerning their occupational future.

POST HIGH SCHOOL EXPERIENCE OF RESPONDENTS

One indication of occupational program effectiveness in the effect of the program upon unemployment rates. It is encouraging that only 6.4 percent of the survey respondents were unemployed but actively seeking work at the time of the survey. Of concern, is the 11.6 percent of the Cooperative Work Experience alumni who were in this category. Former students who participated in programs of cooperative education have had actual work experience which should have given them an advantage in obtaining future employment.

Three of every ten survey respondents was found to be continuing their education at the time of the survey. More alumni of Health Occupations programs were "in school" than were alumni of other program areas. Occupational training tended to be more of a terminal experience than a stepping stone to further education for alumni of Personal and Public Service and Cooperative Work Experience programs. A majority of those who were continuing their education were full-time students and were also in the labor force.

Occupational students need more than limited specific skills training if they plan on going on to postsecondary education, whether at the community college or four-year college level. Youth need realistic exposure to the world of work so that they know what kinds of jobs they might obtain at each spin-off point, what types of skills are required and what kind of further schooling

they might need. In a rapidly changing world of work, occupational education is never terminal and far more flexible options for high school graduates to continue on to postsecondary education or to enter the world of work must be provided.

EMPLOYMENT EXPERIENCE OF RESPONDENTS

A sizeable percentage of the respondents found a job within one month after leaving high school. Alumni of Personal and Public Service programs did not find employment as rapidly as respondents from other programs areas. It took three out of every ten respondents anywhere from one to more than six months to find initial employment after leaving high school. Active high school placement services could have benefited many of these respondents. Forty-five percent of the Personal and Public Service respondents were in this category.

Roughly sixty percent of the respondents who had never been employed since leaving high school were in continuing education except for Special Programs and Personal and Public Service alumni. A higher than average percentage of alumni in these two program areas were either unable to obtain employment or did not want a job.

At the time of the survey, Health Occupations programs had the highest percentage of respondents in training related employment. Only 17 percent of the Industrial Occupations and 20 percent of the Agri-Business alumni were found in training related employment at the time of the survey. These two program areas also had higher than average proportions of respondents who indicated they couldn't find training related employment.

While the overall percentage of respondents who were found in training related employment at the time of the survey was low, employed respondents were generally well satisfied with their jobs. Satisfied employees tend to be

thought of by their employers as well suited for their jobs. This type of employee-employer satisfaction tends to enhance the job changing profile of workers. The highest proportion of highly satisfied respondents was from the Health Occupations program area. Industrial Occupations alumni were not as highly satisfied with their jobs as alumni from other program areas. Approximately 13 percent of the Industrial Occupations alumni were dissatisfied with their employment situation.

Survey findings support earlier findings by the National Advisory Council on Vocational Education that substantial training related employment rate differentials exist between various occupational program areas. The training related employment rates found in this study are much lower than those reported by Illinois LEA's on the VE-22 Series. Apparently, the LEA's used a more liberal definition of training related employment than is supported by the U.S. Office of Education .

The emphasis given training related employment as an evaluative criteria should be carefully reconsidered. There is much verbal support for the establishment of broad occupational preparation at the secondary level rather than narrow preparation for entry into a specific occupation. Programs whose objectives are to provide students with a set of skills (both general as well as specific) useful in a wide variety of options so that they may select from many attractive career alternatives tend to have reduced training related placement rates. Reliance upon related placement as a major evaluative criteria many cut down future fiscal resources for those programs that develop multiple job skills and basic knowledge.

Other criteria which may be more useful than related employment for determining curricular modifications might include job satisfaction, alumni assessments of program effectiveness and recommendations for program

improvement, and employer appraisals of employment preparation and identification of important entry level skills.

ALUMNI ASSESSMENTS OF EMPLOYMENT PREPARATION

Occupational program alumni generally felt that occupational education could be improved. Training programs were most helpful in preparing former students for use of job tools and equipment. Areas where job preparation was least effective were: getting along with the public served; handling new or unpleasant situations; being able to talk to the boss about job problems; and understanding union membership.

While the majority of respondents would recommend that other students select occupational training programs of interest to them, they felt more emphasis should be placed upon occupational information, orientation and exploration of the world of work. It is apparent that programs of occupational preparation have not been effective in developing in students adequate and realistic knowledge about available jobs and career decision making and planning skills. Respondents also expressed a need for high school personnel to provide placement services with a higher than average percentage of Personal and Public Service alumni expressing this need.

Respondents generally felt training could be more realistic--more like the real job. A larger proportion of Business, Marketing and Management alumni made this recommendation than alumni of other program areas.

Findings tend to support the view that cluster oriented employment preparation is to be preferred to specific job training. Low proportions of program completers were found in training related jobs yet high proportions were well satisfied with their jobs. Roughly one-fourth of the respondents felt training should prepare you for several jobs rather than for one specific job. Many respondents also felt that more emphasis should be placed upon

common job skills and related basic knowledge needed by all workers.

EMPLOYER/SUPERVISOR APPRAISALS OF EMPLOYMENT PREPARATION

Employer/supervisor assessments of alumni readiness for employment indicate satisfaction with occupational training program contributions to alumni employability. Thirteen of fifteen aspects of employment were rated from 3.5 to 3.8 on a 4.0 scale. Employed Industrial Occupations and Personal and Public Serivce alumni were rated low in being able to accept advice and supervision, while other program alummi were rated high in this employment aspect.

It was of interest to note that while emphasis is placed upon skill training at the secondary level, employer/supervisors found training programs to be least effective in this area. The large proportion of respondents who were found in non-training related employment could explain the lower rating in this employment aspect. However, since employees were considered "somewhat prepared" even for non-training related employment, Illinois occupational programs must provide basic enough preparation for the type of entry level positions program alumni obtain. Competency in using job tools, machines and materials was only identified as an important entry level skill in 21.6 percent of the positions held by employed respondents.

IMPORTANT ENTRY LEVEL PERSONAL QUALITIES AND JOB SKILLS

Personal qualities dominated entry level competences identified by employer/supervisors of respondents employed at the time of the survey. Workers who can get along with other workers, customers, patients, etc., and who are thorough, accurate and produce quality work are desired. Over one-half of the employer/supervisors identified these competences as the most important entry level qualities needed for entry into the positions held by employed alumni survey respondents. The third most frequently mentioned quality

needed for entry level employment was a positive attitude toward work. The extent to which these nonskill factors are included in occupational instruction should affect the employment success of occupational program alumni. Programs designed in full cognizance of entry requirements, given that other program aspects are comparable, should prove to be effective in preparing secondary students for entry into the world of work.

THE IMPORTANCE OF RELATEDNESS AND PROGRAM AREA

With the exception of Health Occupations alumni, there were very low proportions of survey respondents who were found in jobs related to their training at the time of the survey. Regression analysis showed that training related employment was important in explaining respondent assessments of program effectiveness in only three areas: knowing how to use tools and equipment on the job; knowing what one does on the job; and knowing how to talk to the boss about job problems. In the latter case (being able to talk to the boss), a negative relationship was revealed between this item and the relatedness of the job to training. When making recommendations for program improvement, related employment was significant for only one suggestion--training needs to be more like the real job.

The program area in which alumni were trained was more important in explaining responses in seven of the eleven employment aspects rated for program effectiveness. The program area was significant in explaining responses in five of the eleven recommendations for improvement.

The relatedness of the job to the training taken appears to have little significance in influencing alumni assessments of training contributions to employability and their recommendations for program improvement. However, the program areas in which alumni were trained are of some importance in these two questionnaire items.

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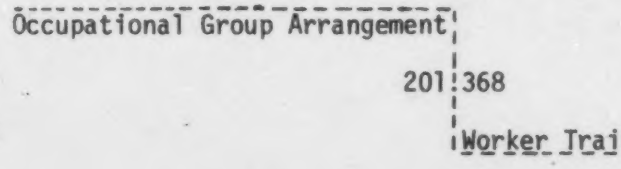
JOBS HELD BY RESPONDENTS EMPLOYED AT THE TIME OF THE SURVEY
BY D.O.T. CLASSIFICATION, STATE AND REGIONAL TOTALS
WITH RELATED INSTRUCTIONAL PROGRAM

EXPLANATION OF THE D.O.T. CODE

The D.o.T. coding system explained in Dictionary of Occupational Titles defines 21,741 separate occupations for which there are 35,550 titles. These occupations have been classified and identified by 6-digit numbers. The structure consists of two arrangements of jobs--The Occupational Group Arrangement and the Worker Traits Arrangement. Jobs having the same basic occupational or worker traits characteristics are grouped so that various relationships among occupations can be discerned.



OCCUPATIONAL GROUP ARRANGEMENT

All occupations are grouped into nine broad categories according to work field, purpose, material, product, subject matter, service, generic term, and/or industry. These nine categories are identified by the number 0-9 reflected in the first digit of the code number, as follows:

0, 1 Professional, technical, and managerial occupations
2 Clerical and sales occupations
3 Service occupations
4 Farming, fishery, forestry, and related occupations
5 Processing occupations
6 Machine trades occupations
7 Bench work occupations
8 Structural work occupations
9 Miscellaneous occupations

The nine occupational categories are divided into 84 broad subject matter divisions, reflected in the first and second digits of the code.

In turn, the 2-digit divisions are subdivided into 603 specific subject matter 3-digit groups.

Example: 201.XXX

2	Occupational Category	**CLERICAL AND SALES OCCUPATIONS** This category includes occupations concerned with preparing, transcribing, transferring, systematizing, and preserving written communications and records; collecting accounts; distributing information; and influencing customers in favor of a commodity or service. Includes occupations closely identified with sales transactions even though they do not involve actual participation.
20	Division	**STENOGRAPHY, TYPING, FILING, AND RELATED OCCUPATIONS** This division includes occupations concerned with making, classifying, and filing records, including written communications.
201.	Group	**Secretaries** This group includes occupations concerned with carrying out minor administrative and general office duties in addition to taking and transcribing dictation. Occupations concerned primarily with taking and transcribing dictation are included in Group 202.

WORKER TRAIT CHARACTERISTICS

The last three digits (to the right of the decimal) of the six digit D.O.T. Code identify worker functions in relation to Data, People, and Things. The relationships expressed in the three hierarchies are ordered from the most complex significant relationship of the occupation to the least complex relationship. The least complex signigicant relationship (as illustrated in Table A-1) would be XXX.888. The most complex job possible would correspond to a D.O.T. code of XXX.000. A job with a D.O.T. code of XXX.808 represents a worker function with high complexity in one dimension only (with relationship in this example to People).

TABLE A 1

RELATIONSHIPS WITHIN DATA, PEOPLE, THINGS HIERARCHIES
FROM THE DICTIONARY OF OCCUPATIONAL TITLES

DATA (4th digit)	PEOPLE (5th digit)	THINGS (6th digit)
0 Synthesizing	0 Mentoring	0 Setting-up
1 Coordinating	1 Negotiating	1 Precision working
2 Analyzing	2 Instructing	2 Operating-Controlling
3 Compiling	3 Supervising	3 Driving-Operating
4 Computing	4 Diverting	4 Manipulating
5 Copying	5 Persuading	5 Tending
6 Comparing	6 Speaking-Signaling	6 Feeding-Offbeating
7 } No Significant relationship	7 Serving	7 Handling
8 }	8 No significant relationship	8 No significant relationship

DATA: Information, knowledge, and conceptions, related to data, people, or things obtained by observation, investigation, interpretation, visualization, mental creation; incapable of being touched; written data take the form of numbers, words, symbols; other data are ideas, concepts, oral verbalization.

0 Synthesizing: Integrating analyses of data to discover facts and/or develop knowledge concepts or interpretations.

1 Coordinating: Determining time, place, and sequence of operations or action to be taken on the basis of analysis of data; executing determinations and/or reporting on events.

2 Analyzing: Examining and evaluating data. Presenting alternative a actions in relation to the evaluation is frequently involved.

3 Compiling: Gathering, collating, or classifying information about data people, or things. Reporting and/or carrying out a prescribed action in relation to the information is frequently involved.

4 Computing: Performing arithmetic operations and reporting on and/or carrying out a prescribed action in relation to them. Does not include

5 Copying: Transcribing, entering, or posting data.

6 Comparing. Judging the readily observable functional, structural, or compositional characteristics (whether similar to or divergent from obvious standards) of data, people, or things.

PEOPLE: Human beings; also animals dealt with on an individual basis as if they were human.

0 Mentoring: Dealing with individuals in terms of their total personality in order to advise, counsel, and/or guide them with regard to problems that may be resolved by legal, scientific, clinical, spiritual, and/or other professional principles.

1 Negotiating: Exchanging ideas, information, and opinions with others to formulate policies and programs and/or arrive jointly at decisions, conclusions, or solutions.

2 Instructing: Teaching subject matter to others, or training others (including animals) through explanation, demonstration, and supervised practice; or making recommendations on the basis of technical disciplines.

3 Supervising: Determining or interpreting work procedures for a group of workers, assigning specific duties to them, maintaining harmonious relations among them, and promoting efficiency.

4 Diverting: Amusing others.

5 Persuading: Influencing others in favor of a product, service, or point of view.

6 Speaking-Signaling: Talking with and/or signaling people to convey or exchange information. Includes giving assignments and/or directions to helpers or assistants.

7 Serving: Attending to the needs or requests of people or animals or the expressed or implicit wishes of people. Immediate response is involved.

THINGS: Inanimate objects as distinguished from human beings; substances or materials; machines, tools, equipment; products. A thing is tangible and has shape, form, and other physical characteristics.

0 Setting Up: Adjusting machines or equipment by replacing or altering tools, jigs, fixtures, and attachments to prepare them to perform their functions, change their performance, or restore their proper functioning if they break down. Workers who set up one or a number of machines for other workers or who set up and personally operate a variety of machines are included here.

1 Precision Working: Using body members and/or tools or work aids to work, move, guide, or place objects or materials in situations where ultimate responsibility for the attainment of standards occurs and selection of appropriate tools, objects, or materials, and the adjustment of the tool to the task require exercise of considerable judgment.

2 Operating-Controlling: Starting, stopping, controlling, and adjusting the progress of machines or equipment designed to fabricate and/or process objects or materials. Operating machines involves setting up

the machine and adjusting the machine or material as the work progresses. Controlling equipment involves observing gages, dials, etc., and turning valves and other devices to control such factors as temperature, pressure, flow of liquids, speed of pumps, and reactions of materials. Setup involves several variables and adjustment is more frequent than in tending.

3 Driving-Operating: Starting, stopping, and controlling the actions of machines or equipment for which a course must be steered, or which must be guided, in order to fabricate, process, and/or move things or people. Involves such activities as observing gages and dials; estimating distances and determining speed and direction of other objects; turning cranks and wheels; pushing clutches or brakes; and pushing or pulling gear lifts or levers. Includes such machines as cranes, conveyor systems, tractors, furnace charging machines, paving machines, and hoisting machines. Excludes manually powered machines, such as handtrucks and dollies, and power assisted machines, such as electric wheelbarrows and handtrucks.

4 Manipulating: Using body members, tools, or special devices to work, move or guide, or place objects or materials. Involves some latitude for judgment with regard to precision attained and selecting appropriate tool, object, or material, although this is readily manifest.

5 Tending: Starting, stopping, and observing the functioning of machines and equipment. Involves adjusting materials or controls of the machine, such as changing guides, adjusting timers and temperature gages, turning valves to allow flow of materials, and flipping switches in response to lights. Little judgment is involved in making these adjustments.

6 Feeding-Offbearing: Inserting, throwing, dumping, or placing materials in or removing them from machines or equipment which are automatic or tended or operated by other workers.

7 Handling: Using body members, handtools, and/or special devices to work, move, or carry objects or materials. Involves little or no latitude for judgment with regard to attainment of standards or in selecting appropriate tool, object, or material.

Note: Included in the concept of Feeding-Offbearing, Tending, Operating-Controlling, and Setting Up, is the situation in which the worker is actually part of the setup of the machine, either as the holder and guide of the material or holder and guider of the tool.

RELATED INSTRUCTIONAL PROGRAMS: Table A2 lists the jobs held by respondents employed at the time of the survey by D.O.T. classification. In the last column the related instructional programs have been identified. This matching of job by D.O.T. classification to instructional programs was taken from the document Vocational Education and Occupations a U.S. Department of Health, Education, and Welfare, Office of Education publication. Other publications utilized in this matching included Vocational and Technical Education: Descriptions, Definitions and O.E. Coding an Illinois Division of Vocational and Technical Education document and Occupational Training Information System: Cycle Two Report, by Paul V. Braden and associates, Oklahoma State University.

TABLE A 2

JOBS HELD BY EMPLOYED RESPONDENTS AT THE TIME OF THE SURVEY BY D.O.T. CLASSIFICATION, STATE AND REGIONAL TOTALS WITH RELATED INSTRUCTIONAL PROGRAM

JOBS	STATE		REGION							TRAINING PROGRAM
Clusters of Occupations and D.O.T. Code	Totals f	%	Cook Co.	I	II	III	IV	V	VI	Related Instructional Program Name and O.E. Code
PROFESSIONAL, TECHNICAL, AND MANAGERIAL OCCUPATIONS										
001.281 Draftsman, Architectural	1	*	0	0	0	0	1	0	0	17.1300 Drafting
003.281 Draftsman, Electrical	1	*	0	1	0	0	0	0	0	
005.281 Draftsman, Civil	3	0.1	1	0	0	0	1	1	0	
007.281 Draftsman, Mechanical	1	*	1	0	0	0	0	0	0	
017.281 Draftsman, n.e.c.**	20	0.6	8	4	6	1	0	1	0	
Total	26	0.7	10	5	6	1	2	2	0	
003.181 Technician, Electrical or Electronic	5	0.1	2	1	0	1	1	0	0	16.0107 Electrical Technology 16.0108 Electronic Technology 16.0112 Instrumentation Tech.
005.181 Technician, Civil Engineering	1	*	0	0	0	0	0	0	1	16.0106 Civil Technology
018.188 Surveyor	1	*	0	0	0	0	1	0	0	
018.587 Rodman	1	*	0	0	0	0	0	1	0	
018.687 Chainman	1	*	0	0	1	0	0	0	0	
011.281 Laboratory Assistant, Metallurgical	1	*	1	0	0	0	0	0	0	16.0114 Metallurgical Technology
022.281 Laboratory Technician, Chemical	1	*	0	0	0	0	0	0	1	16.0105 Chemical Technology
022.384 Chemist Helper	1	*	0	1	0	0	0	0	0	
029.381 Laboratory Assistant or Tester (industry)	1	*	1	0	0	0	0	0	0	16.0699 Miscellaneous Technical Education, Other
Total	13	0.4	4	2	1	1	2	1	2	

* Number equals 0.03 percent

** "Not Elsewhere Classified"--is used with certain division and group headings to indicate that only the occupations not classifed in a more specific group are included.

JOBS	STATE		REGION							TRAINING PROGRAM
Clusters of Occupations and D.O.T. Code	Totals f	%	Cook Co.	I	II	III	IV	V	VI	Related Instructional Program Name and O.E. Code
074.387 Pharmacy Helper	5	0.1	2	0	1	1	0	0	1	
078.368 Technician, Medical or Dental	1	*	0	1	0	0	0	0	0	07.0102 Dental Hygiene (Associate Degree) 07.0402 Prosthetics 07.0404 Orthotics 07.0501 Radiologic Technology (X-Ray) 07.0901 Electroencephalograph Technician 07.0902 Electrocardiograph Technician
078.381 Laboratory Assistant Medical	5	0.1	2	0	0	2	1	0	0	07.0202 Histology 07.0203 Medical Laboratory Assisting 07.0503 Nuclear Medical Technology
079.368 Assistant, Attendant, Aid, Medical Therapy, n.e.c.** X-Ray Clerk	13	0.3	2	2	2	0	2	5	0	07.0401 Occupational Therapy 07.0903 Inhalation Therapy 07.0904 Medical Assistant
079.378 Dental Assistant, Practical Nurse; Other Medical Service Technicians, n.e.c.**	34	0.9	8	6	6	4	5	3	2	07.0101 Dental Assisting 07.0302 Practical (Vocational) Nursing 07.0305 Surgical Technician 07.0306 Obstetrical Technician 07.0602 Orthoptics
079.588 Diet Clerk, Aid (Medical) (Also see 355.878)	2	0.1	0	1	0	0	0	0	1	
Total	60	1.7	14	10	9	7	8	8	4	

JOBS	STATE		REGION							TRAINING PROGRAM
Clusters of Occupations and D.O.T. Code	Totals f	%	Cook Co.	I	II	III	IV	V	VI	Related Instructional Program Name and O.E. Code
092.228 Teaching Aide-primary	1	*	0	0	0	0	0	1	0	
099.228 Non-School Instructors, Tutors, Aides	5	0.1	2	2	0	0	0	1	0	
Total	6	0.2	2	2	0	0	0	2	0	
120.108 Minister	1	*	0	0	0	0	0	0	1	
Total	1	*	0	0	0	0	0	0	1	
132.038 Editor	1	*	0	0	0	0	0	0	1	
132.268 Reporter	2	0.1	1	0	0	0	1	0	0	
Total	3	0.1	1	0	0	0	1	0	1	
141.081 Advertising, Art Layout Man	3	0.1	1	1	0	0	0	1	0	-04.0100 Advertising Services -17.0700 Commercial Art Occupations
142.081 Floral Designer	5	0.1	2	0	1	1	1	0	0	-04.0500 Floristry
143.062 Photographer, Newspaper	1	0.0	0	0	1	0	0	0	0	-17.0900 Commercial Photography Occupations
149.281 Architectural Modeler	1	0.0	1	0	0	0	0	0	0	-16.0103 Architectural Technology (Building Construction)
Total	10	0.3	4	1	2	1	1	1	0	
153.348 Professional Athlete	1	0.0	0	1	0	0	0	0	0	
153.874 Exercisor, Horse	1	0.0	0	1	0	0	0	0	0	
159.148 Announcer, Radio-TV	2	0.1	0	0	1	0	1	0	0	
159.228 Bridge Instructor	1	0.0	0	0	1	0	0	0	0	
Total	5	0.1	0	2	2	0	1	0	0	

JOBS	STATE		REGION							TRAINING PROGRAM
Clusters of Occupations and D.O.T. Code	Totals f	%	Cook Co.	I	II	III	IV	V	VI	Related Instructional Program Name and O.E. Code
162.158 Buyer, Purchasing Agent;	7	0.2	3	0	1	1	2	0	0	-04.9900 Distributive Education; Other -04.0800 General Merchandise -04.0100 Advertising Services -01.0401 Food Products -14.0899 Supervisory and Administrative Management Occupations; Other
Buyer, Agricultural Produce; Supply Requirements Officer										
163.118 Manager-Sales, Circulation	1	*	1	0	0	0	0	0	0	-04.1200 Industrial Marketing
164.068 Advertising Assistant	3	0.1	0	0	2	0	1	0	0	-04.0100 Advertising Services
166.088 Job Analyst	1	*	0	1	0	0	0	0	0	-14.0602 Interviewers and Test Technicians
166.268 Employment Interviewer	1	*	0	0	0	0	0	1	0	
168.287 Inspector (any industry)	2	0.1	0	1	0	0	0	0	1	-07.0703 Sanitarian Assistant -01.0400 Agricultural Products -01.0401 Food Products -01.0605 Water -16.0200 Agricultural Related Technology -17.2899 Public Service Occupations; Other -04.1600 Petroleum
Total	15	0.4	4	2	3	1	3	1	1	
185. Wholesale and Retail Trade Managers and Officials:	19	0.5	5	6	3	2	2	1	0	
185.168 Parts-Service										-04.0300 Automotive Services
Food Concession										-04.0700 Food Services
Store Merchandise										-04.0800 General Merchandise -04.1600 Petroleum -04.1700 Real Estate -04.3100 Wholesale Trade

JOBS	STATE		REGION							TRAINING PROGRAM
Clusters of Occupations and D.O.T. Code	Totals f	%	Cook Co.	I	II	III	IV	V	VI	Related Instructional Program Name and O.E. Code
187.118 Manager, Hotel-Motel	1	*	1	0	0	0	0	0	0	-04.1100 Hotel-Lodging
187. Service Industry Managers and Officials:	27	0.8	9	5	2	4	2	4	1	
187.168 Garage Service Department										-04.0300 Automotive Services
										-04.0900 Hardware, Building Materials, Farm & Garden Supplies & Equipment
Appliance Service										-04.1000 Home Furnishings
Travel Office										-04.1100 Hotel and Lodging
Barber and/or Beauty Shop; Laundry										-04.1500 Personal Services
Building										
Amusement and Recreation Facilities										-04.1700 Real Estate
Lunchroom; Cafeteria										-04.1800 Recreation and Tourism
Housekeeping (Medical Serv.)										-09.0203 Food Management, Production & Services
Food and Beverage (Hotel and Restaurant)										-09.0204 Institutional & Home Services
188.168 Manager, Food Processing Plant	1	*	1	0	0	0	0	0	0	-17.2900 Quantity Food Occupations
189.168 Management Trainee	5	0.1	4	0	1	0	0	0	0	-01.0401 Food Products
										-04.0800 General Merchandise
Total	53	1.5	20	11	6	6	4	5	1	
191.168 Service Representative; Advance Man	3	0.1	1	0	0	1	0	0	1	-04.0300 Automotive
195.168 Director, Recreation Center	1	*	1	0	0	0	0	0	0	-04.18 Recreation and Tourism

JOBS	STATE		REGION							TRAINING PROGRAM
Clusters of Occupations and D.O.T. Code	Totals f	Totals %	Cook Co.	I	II	III	IV	V	VI	Related Instructional Program Name and O.E. Code
193.282 Radio Dispatcher	1	*	0	1	0	0	0	0	0	
194.782 Recording Machine Operator	2	0.1	0	0	0	1	0	0	1	
195.108 Social Caseworker	1	*	1	0	0	0	0	0	0	
196.283 Airplane Pilot, Commercial	1	*	1	0	0	0	0	0	0	-16.0601 Commercial Pilot Training
199.388 Planning Assistant; Program Clerk	2	0.1	1	0	0	0	1	0	0	
Total	11	0.3	5	1	0	2	1	0	2	
TOTAL: PROFESSIONAL, TECHNICAL, AND MANAGERIAL OCCUPATIONS	204	5.7	64	36	30	19	23	20	12	
CLERICAL AND SALES OCCUPATIONS										
201.368 Secretaries, including, Legal and Medical	272	7.6	97	59	31	17	34	19	15	-14.0702 Secretaries
202.388 Stenographer; Stenotype Operator	48	1.3	14	10	6	1	5	8	4	-14.0703 Stenographers
203.138 Typist, Chief; Telegraphic Typewriter Operator; Chief	2	0.1	1	0	0	0	0	0	1	-14.0902 Typists
203.588 Typist-Clerk; Telegraphic Typewriter Operator	51	1.4	16	11	4	2	6	8	4	
204.288 Correspondence Clerk	2	0.1	1	1	0	0	0	0	0	-14.0402 Correspondence Clerks
204.388 Sales Correspondent	1	*	1	0	0	0	0	0	0	
205.138 Personnel Clerk, Supervisor	1	*	1	0	0	0	0	0	0	-14.0603 Personnel Assistants
205.368 Employment-Personnel Clerk	5	0.1	3	1	1	0	0	0	0	
206.388 File Clerk; Library Clerk; Records Clerk	18	0.5	7	2	3	0	4	1	1	-14.0302 File Clerks

JOBS	STATE		REGION							TRAINING PROGRAM
Clusters of Occupations and D.O.T. Code	Totals f	%	Cook Co.	I	II	III	IV	V	VI	Related Instructional Program Name and O.E. Code
207.782 Duplicating Machine Operator II Mimeograph Operator Automatic Typewriter Operator	4	0.1	2	0	0	1	0	0	1	14.0301 Duplicating Machine Operator
207.885 Duplicating Machine Operator IV Stencil Cutter Operator	1	*	0	1	0	0	0	0	0	
208.588 Transcribing Machine Operator Photocomposing Machine, Perforator Operator; Typesetter Perforator Operator	11	0.3	5	1	4	1	0	0	0	14.0901 Clerk-Typists 14.0399 Filing, Office Machines and General Office Occupations
208.885 Collator Operator	1	*	0	1	0	0	0	0	0	
209.388 Clerk-Typist; Mortgage Clerk; Statement Clerk; Tax Clerk	305	8.5	103	75	25	26	31	32	13	
209.488 Invoice Clerk; Circulation Clerk	4	0.1	1	1	1	1	0	0	0	
209.688 Proofreader; Order Caller	2	0.1	0	2	0	0	0	0	0	
209.588 Price Clerk; Marker; Remittance Clerk	7	0.2	2	1	1	0	2	0	1	
Total	735	20.4	254	166	76	49	82	68	40	-04.0800 General Merchandise -14.0502 Quality Control Clerks
210.368 Account Information Clerk	2	0.1	0	1	0	1	0	0	0	
210.388 Bookkeeper	61	1.7	15	8	6	5	6	12	9	14.0102 Bookkeeper

JOBS	STATE		REGION							TRAINING PROGRAM
Clusters of Occupations and D.O.T. Code	Totals f	%	Cook Co.	I	II	III	IV	V	VI	Related Instructional Program Name and O.E. Code
211.368 Cashier, Front Office	45	1.3	11	9	11	3	4	4	3	04.0103 Cashiers
211.468 Cashier, Customer	20	0.6	10	1	2	0	2	1	4	04.0600 Food Distribution 04.0800 General Merchandise 04.1100 Hotel and Lodging 04.1800 Recreation and Tourism 04.1900 Transportation
212.368 Bank Teller	43	1.2	11	8	4	6	4	9	1	14.0105 Tellers
213.382 Computer Operator	12	0.3	5	1	1	1	2	2	0	14.0200 Business Data Processing Systems Occupations
213.582 Key-punch Operator	45	1.2	12	14	8	4	4	1	2	14.0201 Computer and Console Operators
213.588 Data-Typist	2	0.1	2	0	0	0	0	0	0	14.0202 Peripheral Equipment Operators
213.885 Sorting Machine Operator	1	*	1	0	0	0	0	0	0	
215.388 Bookkeeping Machine Operator	8	0.2	3	1	0	0	2	1	1	14.0104 Machine Operators, Billing, Bookkeeping and Computing
216.488 Calculating Machine Operator	3	0.1	3	0	0	0	0	0	0	
217.388 Proof Machine Operator	15	0.4	6	7	0	0	0	2	0	
215.488 Payroll Clerk	3	0.1	2	0	0	0	0	1	0	
216.588 Food Checker (Cafeteria)	1	*	0	0	1	0	0	0	0	04.0600 Food Distribution
219.138 Time Keeper	2	0.1	0	1	0	0	0	1	0	14.0199 Accounting and Computing Occupations
219.368 Brokerage Clerk	1	*	0	0	0	0	0	1	0	
219.388 General Office Clerk; Billing Clerk; Medical Ward Clerk	55	1.5	14	17	9	2	7	3	3	
219.488 Account Clerk; Cost Clerk; Rate Clerk; etc.	16	0.4	6	7	0	0	1	2	0	14.0303 General Office Clerk
219.588 Posting Clerk; Voucher Clerk	4	0.1	0	0	2	0	0	0	2	
Total	339	9.4	101	75	44	22	32	40	25	

JOBS	STATE		REGION							TRAINING PROGRAM
Clusters of Occupations and D.O.T. Code	Totals f	%	Cook Co.	I	II	III	IV	V	VI	Related Instructional Program Name and O.E. Code
221.388 Order Clerk; Production Clerk	5	0.1	0	4	1	0	0	0	0	-14.0501 Planning and Production Clerks
222.138 Rate Clerk; Shipping Clerk	4	0.1	3	0	0	1	0	0	0	-14.0503 Shipping and Receiving Clerks
222.368 Expeditor	2	0.1	1	0	0	0	0	1	0	
222.387 Control Clerk; Complaint Clerk	47	1.3	18	12	4	3	5	1	4	
222.587 Distributing Clerk; Route Return Man	5	0.1	1	0	1	2	0	0	1	
222.687 Receiving Checker; Shipping Checker	2	0.1	2	0	0	0	0	0	0	
223.387 Materials Checker; Stock Clerk	45	1.3	12	15	3	3	3	4	5	-14.0504 Stock and Inventory Clerks
223.388 Inventory Clerk	6	0.2	1	1	2	0	1	1	0	
223.587 Laboratory Helper (clerical)	1	*	1	0	0	0	0	0	0	
223.487 Mail Order Filler	2	0.1	1	0	0	0	0	1	0	-14.0200 Apparel and Accessories
223.687 Checker (Bakery Products)	1	*	1	0	0	0	0	0	0	-04.0600 Food Distribution
223.887 Central Supply Worker	2	0.1	0	2	0	0	0	0	0	-07.0905 Central Supply Technician
224.487 Weigher	3	0.1	0	0	1	0	1	1	0	-14.0599 Materials Support Occupations; Other
229.138 Yard Foreman, (construction)	1	*	0	0	0	0	0	0	1	
Total	126	3.5	41	34	12	9	10	9	11	
230.878 Messenger; Office Boy	5	0.1	4	0	0	1	0	0	0	-14.0405 Messengers and Office Boys and Girls
231.388 Parcel Post Clerk	2	0.1	0	0	1	1	0	0	0	-14.0403 Mail and Postal Clerks
231.588 Mail Clerk	14	0.4	6	0	3	0	4	0	1	
231.687 Express Messenger; Shipper	8	0.2	0	2	2	3	1	0	0	
232.368 Post Office Clerk (Government Services)	10	0.3	7	2	1	0	0	0	0	
233.388 Mail Carrier	1	*	1	0	0	0	0	0	0	

JOBS	STATE		REGION							TRAINING PROGRAM
Clusters of Occupations and D.O.T. Code	Totals f	%	Cook Co.	I	II	III	IV	V	VI	Related Instructional Program Name and O.E. Code
234.582 Addressing Machine Operator	1	*	0	0	0	1	0	0	0	-14.0404 Mail Preparing and Mail Handling Machine Operators
235.138 Telephone Operator; Chief	2	0.1	2	0	0	0	0	0	0	-14.0401 Communications Systems Clerks and Operators
235.862 Telephone Operator; Switchboard Operator	38	1.1	13	15	2	0	0	5	3	
237.168 Travel Counselor	2	0.1	1	0	0	0	1	0	0	-04.1900 Recreation and Tourism
237.368 Receptionists	61	1.7	20	11	8	5	6	11	0	-14.0406 Receptionists and Information Clerks
239.368 Counter Clerk	1	*	1	0	0	0	0	0	0	-14.0499 Information Communications
239.588 Meter Reader	1	*	0	1	0	0	0	0	0	- Occupations; Other
Total	146	4.1	55	31	17	11	12	16	4	
240.368 Bill Collector; Tracer	1	*	1	0	0	0	0	0	0	-04.0800 General Merchandise
243.368 Service Clerk	5	0.1	0	3	0	1	0	1	0	-14.9900 Office Occupations; Other
240.388 Collection Clerk	1	*	0	0	0	0	1	0	0	
240.468 Lay-away Clerk	4	0.1	1	1	1	0	1	0	0	
240.887 Collection (Telephone and Telegraph)	1	*	0	1	0	0	0	0	0	
241.168 Claim Adjuster	1	*	1	0	0	0	0	0	0	-04.1300 Insurance -14.9900 Office Occupations; Other
242.368 Hotel Clerk	2	0.1	1	1	0	0	0	0	0	-04.1100 Hotel & Lodging
249.268 Claims Examiner	2	0.1	2	0	0	0	0	0	0	-04.1300 Insurance
249.368 Credit Clerk; Reservation Clerk; Library Assistant; Claims Clerk	34	0.9	6	14	8	1	2	3	0	-14.0499 Information Communications Occupations; Other -14.9900 Office Occupations; Other -14.0602 Interviewers and Test Technicians

JOBS	STATE		REGION							TRAINING PROGRAM
Clusters of Occupations and D.O.T. Code	Totals f	%	Cook Co.	I	II	III	IV	V	VI	Related Instructional Program Name and O.E. Code
Counter Clerk; Safety Deposit Clerk; Accounts Teller; Contract Clerk										-04.0100 Advertising Services -04.0400 Finance and Credit -04.0900 Hardware, Building, Materials, Farm and Garden Supplies & Equipment -04.9900 Distributive Education; Other
249.388 Medical Record Clerk; Forms Analyst	3	0.1	2	0	0	0	1	0	0	-14.0499 Information Communications Occupations; Other
249.588 Station House Clerk; Ticket Counter	2	0.1	0	2	0	0	0	0	0	-14.9900 Office Occupations; Other
249.868 Process Server	1	*	1	0	0	0	0	0	0	
249.887 Clerk; Draftsman	1	*	1	0	0	0	0	0	0	
Total	58	1.6	16	22	9	2	5	4	0	
253.358 Salesman, Radio and TV time	2	0.1	1	1	0	0	0	0	0	-04.0100 Advertising Services
258.358 Salesman, Advertising #	2	*	1	1	0	0	0	0	0	-04.0100 Advertising Sales -04.1200 Industrial Marketing
260.458 Salesperson, Flowers	1	*	0	0	1	0	0	0	0	-04.0500 Floristry
262.358 Salesperson, Feed Products (wholesale trade)	1	*	0	0	0	1	0	0	0	-01.0202 Feeds

All Sales Occupations, D.O.T. Codes 250. to 299. are totaled together; See page 14.

JOBS	STATE		REGION							TRAINING PROGRAM
Clusters of Occupations and D.O.T. Code	Totals f	Totals %	Cook Co.	I	II	III	IV	V	VI	Related Instructional Program Name and O.E. Code
263.358 Salesperson, Textiles, Shoes, Clothing (wholesale trade)	15	0.4	5	2	4	1	1	2	0	04.1200 Industrial Marketing 04.3100 Wholesale Trade: Other 04.0200 Apparel and Accessories
263.458 Salesperson, Yard Goods, Clothing (retail trade)	16	0.4	3	5	2	1	3	2	0	04.0800 General Merchandise
266.358 Salesperson, Cosmetics #	3	0.1	0	3	0	0	0	0	0	
274.358 Salesperson Home Furnishings and Accessories	2	0.1	0	1	0	0	1	0	0	04.0800 General Merchandise 04.1000 Home Furnishings
276.358 Salesperson, Hardware, Building Supplies	7	0.2	1	2	1	0	0	0	3	04.0200 Apparel and Accessories 04.0900 Hardware, Building Materials, Farm and Garden Supplies 04.1200 Industrial Marketing 04.1600 Petroleum 04.1900 Transportation
278.258 Salesperson, Hi-Fi;	1	*	0	0	1	0	0	0	0	04.1000 Home Furnishings 04.1200 Industrial Marketing
278.358 Salesperson, Appliances Salesperson, Household Equipment #	2	0.1	0	0	1	0	0	1	0	04.1000 Home Furnishings 09.0204 Home Furnishings; Equipment and Services
280.358 Salesperson, Transportation Equipment	4	0.1	0	2	0	1	0	0	1	04.0300 Automotive 04.1900 Transportation
283.358 Salesperson, Jewelry, Silverware	1	*	0	1	0	0	0	0	0	04.0800 General Merchandise
285.358 Salesperson, Photographic Supplies and Equipment	2	0.1	2	0	0	0	0	0	0	

JOBS	STATE		REGION							TRAINING PROGRAM
Clusters of Occupations and D.O.T. Code	Totals f	%	Cook Co.	I	II	III	IV	V	VI	Related Instructional Program Name and O.E. Code
286.358 Salesperson, Sporting Goods	1	*	0	1	0	0	0	0	0	-04.1800 Recreation and Tourism
289.358 Salesperson, General Merchandise Books, Novelties, Parts, etc.	12	0.3	3	5	3	0	0	1	0	-04.0300 Automotive -04.0500 Floristry -04.1200 Industrial Marketing -04.1800 Recreation and Tourism -04.3100 Wholesale Trade; Other -04.0200 Retail Trade; Other
289.458 Salesperson, Flying Squad	60	1.7	18	14	9	3	7	5	4	-04.0800 General Merchandise
290.358 Electric Motor Repair Clerk	1	*	1	0	0	0	0	0	0	
290.478 Sales Clerk, Retail Trade	6	0.2	2	2	0	0	1	0	1	
290.468 Groceryman	36	1.0	12	10	5	2	3	2	2	-04.0600 Food Distribution
290.877 Grocery Clerk	2	0.1	0	1	0	0	0	1	0	-
292.358 Salesman-Driver; Routeman	11	0.3	1	5	2	1	1	1	0	-
292.887 Salesman-Driver Helper	1	*	0	1	0	0	0	0	0	-
299.468 Cashier-Checker	47	1.3	14	16	9	1	2	4	1	-
299.587 Bakery Girl	3	0.1	2	0	0	0	0	1	0	-
292.383 Newsdealer Deliveryman	1	*	0	0	0	1	0	0	0	-04.1500 Personal Services
293.358 Salesman-Solicitor; Telephone Solicitor	3	0.1	1	0	0	0	1	1	0	-04.2000 Retail Trade; Other -04.1800 Recreation Tourism
297.458 Demonstrator	1	*	0	1	0	0	0	0	0	-04.0800 General Merchandise
297.868 Model	1	*	0	0	0	0	1	0	0	
298.081 Displayman-Window Decorator	3	0.1	2	0	0	1	0	0	0	-04.0100 Advertising Services
299.138 Department Manager	13	0.4	1	6	4	0	1	1	0	-04.0600 Food Distribution -04.0800 General Merchandise
299.381 Carpet-Tile Layer	4	0.1	0	0	1	0	2	0	1	-17.1009 Construction-Maintenance Trades; Other -04.0100 Home Furnishings
299.478 Contact Lens Technician	2	0.1	1	1	0	0	0	0	0	-07.0601 Opthalmic Dispensing
299.887 Stock Girl, Women's Apparel	1	*	0	1	0	0	0	0	0	-04.0800 General Merchandise -04.0200 Apparel and Accessories
250. - 299. Total	268	7.4	71	82	43	13	24	22	13	

JOBS	STATE		REGION							TRAINING PROGRAM
Clusters of Occupations and D.O.T. Code	Totals f	%	Cook Co.	I	II	III	IV	V	VI	Related Instructional Program Name and O.E. Code
TOTAL: CLERICAL AND SALES OCCUPATIONS	1672	46.4	538	410	201	106	165	159	93	
SERVICE OCCUPATIONS										
301.887 Day Worker (domestic service)	1	*	0	0	1	0	0	0	0	
303.138 Housekeeper	1	*	0	0	0	0	0	1	0	09.0205 Institutional and Home Management and Supporting Services
306.878 Maid, General	1	*	0	0	1	0	0	0	0	
Total	3	0.1	0	0	2	0	0	1	0	
310.868 Hostess, Restaurant	3	0.1	0	2	0	0	1	0	0	-04.0700 Food Services
311.878 Waiter, Waitress, Counterman Busboy; etc.	95	2.6	16	14	12	12	18	14	9	09.0203 Food Management; Production and Services 17.2904 Waiter/Waitress
319.878 Fountain Man	1	*	0	0	1	0	0	0	0	
313.131 Chef-Head Cook	1	*	0	0	1	0	0	0	0	17.2902 Cook-Chef
313.381 Cook; Food Service Worker	60	1.6	10	8	16	4	6	11	5	17.2901 Baker
313.781 Baker	1	*	0	0	0	1	0	0	0	09.0203 Food Management; Production and Services
314.781 Cook, Speciality	1	*	0	0	0	0	0	0	1	
317.884 Pantryman, Sandwichman	2	0.1	0	1	0	1	0	0	0	
318.887 Kitchen Helper	16	0.4	3	5	2	1	2	3	0	
317.887 Cook Helper	1	*	0	0	0	0	0	1	0	
319.138 Food Service Supervisor	1	*	0	1	0	0	0	0	0	
319.884 Food Assembler	3	0.1	1	0	1	0	1	0	0	
319.887 Counter Supplyman	1	*	0	0	1	0	0	0	0	
316.884 Butcher; Meatcutter	21	0.6	5	4	2	1	7	0	2	-17.2903 Meatcutter
Total	207	5.8	35	35	36	20	35	29	17	

JOBS	STATE		REGION							TRAINING PROGRAM
Clusters of Occupations and D.O.T. Code	Totals f	%	Cook Co.	I	II	III	IV	V	VI	Related Instructional Program Name and O.E. Code
321.138 Housekeeper (hotel, medical services)	1	*	1	0	0	0	0	0	0	09.0205 Institutional and Home Management and Supporting Services
323.887 Houseman, Mover, Utility Man	3	0.1	0	1	0	1	0	0	1	
Total	4	0.1	1	1	0	1	0	0	1	
330.371 Barber	3	0.1	0	0	0	1	1	1	0	-17.2601 Barbering
332.271 Cosmetologist	53	1.5	9	13	13	6	5	5	2	-17.2602 Cosmetology
334.878 Salon Attendant	1	*	0	0	1	0	0	0	0	-17.2699 Personal Services; Other
Total	57	1.6	9	13	14	7	6	6	2	
342.858 Barker (amusement & recreation	2	0.1	0	0	1	0	0	1	0	
342.867 Boat-Dock Operator	1	*	1	0	0	0	0	0	0	
343.138 Manager, Cardroom	1	*	1	0	0	0	0	0	0	
344.878 Spotman, Usher	1	*	0	0	0	0	0	1	0	
342.863 Ride Operator	1	*	0	1	0	0	0	0	0	
Total	6	0.1	2	1	1	0	0	2	0	
352.878 Airline Stewardess	2	0.1	0	2	0	0	0	0	0	04.11 Hotel and Lodging
357.878 Porter (transportation)	3	0.1	0	1	0	0	0	1	1	04.19 Transportation
358.878 Baggage Checker	1	*	0	0	0	1	0	0	0	
355.687 Clothes Room Worker	1	*	0	1	0	0	0	0	0	
355.878 Nurse Aide; Medical Attendant Orderly; Psychiatric Aide	153	4.2	37	27	28	22	13	13	13	07.0303 Nursing Assistance 07.0304 Psychiatric Aid 07.0907 Medical Emergency Tech. 07.0402 Physical Therapy Tech.
Child Care Attendant; School										-09.0201 Care and Guidance of Children

JOBS	STATE		REGION							TRAINING PROGRAM
Clusters of Occupations and D.O.T. Code	Totals f	%	Cook Co.	I	II	III	IV	V	VI	Related Instructional Program Name and O.E. Code
356.874 Veterinary-Hospital Attendant Animal Caretaker (medical services)	2	0.1	2	0	0	0	0	0	0	01.0299 Agricultural Supplies and Services; Other 01.99 Agriculture; Other
359.878 Child Care Aid (governmental services) Kindergarten	4	0.1	1	1	1	1	0	0	0	09.0201 Care and Guidance of Children
Total	166	4.6	40	32	29	24	13	14	14	
361.782 Rug Cleaner	1	*	0	0	0	0	0	1	0	17.1602 Laundering 17.1601 Dry Cleaning
361.885 Laundryman	1	*	0	0	0	0	1	0	0	
361.887 Laundry Laborer	1	*	0	0	0	0	0	1	0	
363.782 Presser, Machine, (clean, dye and press)	1	*	1	0	0	0	0	0	0	
363.884 Presser, Hand	1	*	0	0	0	0	1	0	0	
363.886 Flatwork Finisher	2	0.1	0	0	0	0	0	1	1	
369.877 Launderette Attendant	1	*	0	0	0	1	0	0	0	
369.887 Folder; Marker	6	0.2	1	1	3	0	0	0	1	
Total	14	0.4	2	1	3	1	2	3	2	
372.868 Watchman	1	*	0	0	1	0	0	0	0	17.2802 Law Enforcement Training
375.268 Patrolman	1	*	0	1	0	0	0	0	0	
376.868 Investigator; Security man	1	*	0	0	1	0	0	0	0	
379.268 Driver's License Examiner	1	*	1	0	0	0	0	0	0	
379.368 Radio Dispatcher	2	0.1	0	0	0	0	1	1	0	
379.868 Lifeguard	12	0.3	5	0	1	3	1	0	2	
Total	18	0.5	6	1	3	3	2	1	2	
381.887 Cleaning maid; Porter; Cleaner, Laboratory Equip.	6	0.2	2	1	1	0	2	0	0	17.11 Custodial Services

JOBS	STATE		REGION							TRAINING PROGRAM
Clusters of Occupations and D.O.T. Code	Totals f	%	Cook Co.	I	II	III	IV	V	VI	Related Instructional Program Name and O.E. Code
382.884 Janitor	23	0.6	4	7	3	3	2	3	1	-17.11 Custodial Services
389.781 Termite Exterminator	1	*	0	0	0	1	0	0	0	-01.0201 Agricultural Chemicals
Total	30	0.8	6	8	4	4	4	3	1	
TOTAL: SERVICE OCCUPATIONS	505	14.0	101	92	92	60	62	59	39	
FARMING, FISHERY, FORESTRY & RELATED OCCUPATIONS										
401.137 Detasseling Crew Supervisor	1	*	0	0	0	0	1	0	0	-01.0102 Plant Science
429.885 Laborer, Seed Corn	1	*	0	0	0	0	1	0	0	
465.887 Laborer, Orchard Sprayer	1	*	0	1	0	0	0	0	0	
406.884 Laborer, Nursery (agriculture)	2	0.1	0	1	0	0	0	1	0	-01.0505 Nursery Operation and Management
406.887 Nursery Worker; Groundsman	3	0.1	0	1	0	2	0	0	0	
407.181 Landscape Gardener	4	0.1	2	2	0	0	0	0	0	-01.0504 Landscape
407.884 Groundskeeper	18	0.5	3	7	2	2	2	1	1	
407.887 Laborer, Landscape	2	0.1	0	0	0	0	0	1	1	-01.0602 Recreation
409.883 Farm Equipment Operator	1	*	0	0	0	0	0	0	1	-01.0301 Agricultural Power and Machinery
424.883 Heavy Equipment Operator; Sprayer	2	0.1	0	0	0	1	1	0	0	
Total	35	1.0	5	12	2	5	5	3	3	
411.181 Farmer, Dairy	1	*	0	0	0	0	0	1	0	-01.0101 Animal Science
411.884 Farm Hand, Dairy	1	*	0	0	0	1	0	0	0	
412.884 Choreman, Dairy	2	0.1	0	0	0	0	1	1	0	
413.884 Ranchman; Farm Hand Livestock	1	*	0	0	0	0	0	0	1	
419.884 Animal Caretaker, Gamekeeper	2	0.1	0	1	0	0	0	0	1	-01.99 Agriculture; Other
Total	7	0.2	0	1	0	1	1	2	2	

JOBS	STATE		REGION							TRAINING PROGRAM
Clusters of Occupations and D.O.T. Code	Totals f	%	Cook Co.	I	II	III	IV	V	VI	Related Instructional Program Name and O.E. Code
421.181 Farmer, General	16	0.4	0	0	4	6	0	5	1	01.0100 Agricultural Production
421.883 Farm Hand, General	43	1.2	0	1	10	15	5	9	3	
Total	59	1.8	0	1	14	21	5	14	4	
441.887 Forest Fire Fighter	1	*	0	0	0	0	1	0	0	-01.0601 Forests
Total	1	*	0	0	0	0	1	0	0	
TOTAL: FARMING, FISHERY, FORESTRY, & RELATED OCCUPATIONS	102	2.8	5	14	16	27	12	19	9	
PROCESSING OCCUPATIONS										
500.884 Plater (electronics)	1	*	0	0	0	0	1	0	0	17.2399 Metalworking; Other
504.782 Metal Spraying Machine Operator	1	*	0	0	0	0	1	0	0	
500.886 Laborer, Electroplating	1	*	0	1	0	0	0	0	0	
502.884 Blast Furnace Caster; Mold Setter	1	*	0	0	0	0	0	1	0	17.2301 Foundry
502.887 Blast Furnace Helper	1	*	0	0	0	0	1	0	0	
503.886 Pickler, Helper	1	*	0	0	0	0	0	1	0	
504.885 Heat Treater Helper	1	*	0	0	0	0	1	0	0	-17.2400 Metallurgy
509.885 Separator Operator; Scrap Handler	2	0.1	0	2	0	0	0	0	0	
509.886 Laborer, General (iron and steel)	4	0.1	3	1	0	0	0	0	0	
Total	13	0.4	3	4	0	0	4	2	0	
510.885 Mixer (iron and steel)	1	*	0	0	0	1	0	0	0	
512.782 Furnace Operator	1	*	0	0	0	0	0	1	0	17.2301 Foundry
512.883 Furnace Charger	1	*	0	0	0	0	0	1	0	

JOBS	STATE		REGION							TRAINING PROGRAM
Clusters of Occupations and D.O.T. Code	Totals f	%	Cook Co.	I	II	III	IV	V	VI	Related Instructional Program Name and O.E. Code
512.886 Pig-Machine Operator Helper	1	*	1	0	0	0	0	0	0	17.2301 Foundry
518.381 Bench Molder	3	0.1	0	1	0	0	1	1	0	
518.887 Foundry Laborer	1	*	0	0	0	0	0	1	0	
519.884 Sampleman, Repairman	1	*	1	0	0	0	0	0	0	
519.886 Laborer, General (non-ferrous alloys)	1	*	0	0	1	0	0	0	0	
Total	10	0.3	2	1	1	1	1	4	0	
521.885 Processor, Grain	2	0.1	1	0	0	0	0	1	0	01.0202 Feeds
520.885 Batter Mixer, Blender (food preparation)	4	0.1	0	0	0	1	3	0	0	17.2901 Baker
521.130 Miller, Foreman (grain)	1	*	0	0	0	1	0	0	0	01.0401 Food Products
525.381 Butcher, Slaughterhouse	1	*	0	0	0	0	0	1	0	
529.782 Buttermaker, Cheesemaker Helper	1	*	0	0	0	0	1	0	0	
529.886 Cannery Worker	10	0.3	0	1	3	1	2	1	2	
529.887 Cooker Cleaner, Cook Helper	1	*	0	0	0	1	0	0	0	
526.781 Baker (bakery products)	1	*	1	0	0	0	0	0	0	17.2901 Baker
526.782 Kettle Cook (canning and preserving)	1	*	0	0	0	0	1	0	0	17.2999 Quantity Food Occupations; Other
526.884 Doughnut Maker	1	*	0	1	0	0	0	0	0	
526.886 Baker Helper - bakery products	6	0.2	3	2	0	0	1	0	0	17.2901 Baker
Total	29	0.8	5	4	3	4	8	3	2	
534.782 Paper Coating Machine Operator	1	*	1	0	0	0	0	0	0	
539.387 Inspector, Paper	1	*	0	0	0	1	0	0	0	16.0111 Industrial Technology
Total	2	0.1	1	0	0	1	0	0	0	

JOBS	STATE		REGION							TRAINING PROGRAM
Clusters of Occupations and D.O.T. Code	Totals f	%	Cook Co.	I	II	III	IV	V	VI	Related Instructional Program Name and O.E. Code
542.782 Fireman (petroleum refinery)	1	*	0	0	0	0	1	0	0	
542.884 Furnace Loader	1	*	0	0	0	0	0	1	0	
549.887 Laborer, Petroleum Refinery	6	0.2	1	5	0	0	0	0	0	
Total	8	0.2	1	5	0	0	1	1	0	
550.885 Chemical Mixer, Blender	2	0.1	0	0	0	0	0	2	0	
553.885 Drier Operator	2	0.1	1	0	0	1	0	0	0	
556.780 Mold Setter	1	*	0	0	1	0	0	0	0	17.2700 Plastics Occupations
556.782 Molding Compressor Machine Operator	4	0.1	0	4	0	0	0	0	0	
556.886 Mold Stripper	1	*	0	0	0	0	0	1	0	
557.782 Extruder Operator	1	*	0	0	0	0	1	0	0	
558.886 Furnace Helper (chemical)	1	*	1	0	0	0	0	0	0	
559.884 Tank Cleaner (chemical)	1	*	0	1	0	0	0	0	0	
559.887 Laborer, Chemical Processing	1	*	0	1	0	0	0	0	0	
Total	14	0.4	2	6	1	1	1	3	0	
570.885 Concrete Mixer Operator; Mixer Operator (lime, brick)	3	0.1	0	0	2	0	0	1	0	
573.886 Hacker, (brick and tile)	1	*	0	0	0	0	1	0	0	
574.782 Set-up Man, Coating Equipment	1	*	0	0	0	0	1	0	0	
575.782 Brick Making Machine Operator	1	*	0	0	0	0	0	1	0	
575.887 Laborer (concrete production)	1	*	0	1	0	0	0	0	0	
579.131 Foreman (concrete block manufacturing)	1	*	0	1	0	0	0	0	0	
579.687 Glass Inspector	1	*	0	0	0	0	1	0	0	
579.782 Mixer (concrete production)	2	0.1	0	0	1	0	0	1	0	
579.885 Insulation Machine Operator; Laborer, Concrete Mixing Plant	3	0.1	0	0	1	2	0	0	0	

JOBS	STATE		REGION							TRAINING PROGRAM
Clusters of Occupations and D.O.T. Code	Totals f	%	Cook Co.	I	II	III	IV	V	VI	Related Instructional Program Name and O.E. Code
579.887 Laborer, General (brick and tile)	1	*	0	0	0	1	0	0	0	
Total	15	0.4	0	2	4	3	3	3	0	
582.886 Drying Machine Back Tender (textiles)	1	*	0	0	1	0	0	0	0	17.3399 Textile Production and Fabrication; Other
585.687 Patcher; Inspector (leather)	1	*	0	0	0	1	0	0	0	
589.887 Laborer, (textiles, dyeing)	1	*	0	0	0	0	0	0	1	
Total	3	0.1	0	0	1	1	0	0	1	
599.885 Dipper; Glazer (any industry) Painting Machine Operator	2	*	0	0	0	0	1	1	0	
Total	2	0.1	0	0	0	0	1	1	0	
TOTAL: PROCESSING OCCUPATIONS	96	2.7	14	22	10	11	19	17	3	
MACHINE TRADES OCCUPATIONS										
600.280 Machinist; Maintenance Machinist; Patternmaker	20	0.6	2	6	6	0	1	2	1	17.2302 Machine Shop
Machinist Apprentice	6	0.2	0	3	2	0	1	0	0	
600.380 Machine Set-up Operator; Model Maker, set-up man	1	*	0	1	0	0	0	0	0	
609.885 Production Machine Operator	13	0.4	3	3	5	0	0	1	1	17.2307 Tool and Die Making
601.280 Die-Maker; Tool and Die Maker; Tool Machine Set-up Operator										17.2308 Die Sinking
604.885 Lathe Operator, Screw-Machine Operator	4	0.1	1	0	1	2	0	0	0	17.2302 Machine Tool Operator

JOBS	STATE		REGION							TRAINING PROGRAM
Clusters of Occupations and D.O.T. Code	Totals f	%	Cook Co.	I	II	III	IV	V	VI	Related Instructional Program Name and O.E. Code
605.782 Router Operator	1	*	0	0	0	0	1	0	0	17.2303 Machine Tool Operator
605.885 Milling Machine Operator	1	*	1	0	0	0	0	0		
606.380 Drill Press Set-up Operator	1	*	0	0	1	0	0	0	0	
606.782 Boring Machine Operator; Drill Press Operator	3	0.1	0	0	2	0	1	0	0	
607.782 Cut-off Saw Operator; Saw Operator	3	0.1	1	0	0	1	0	1	0	
615.782 Punch Press Operator	3	0.1	2	0	0	0	0	1	0	
615.885 Shear Operator	1	*	0	0	0	0	1	0	0	
Total	57	1.6	10	15	17	3	5	5	2	
614.782 Extruder Operator; Wire Drawer	1	*	0	0	0	0	1	0	0	17.2399 Metalworking; Other
616.380 Machine Operator; Set-up Man	53	1.5	14	9	10	8	6	5	1	17.2304 Metal Trades, Combined 17.2305 Sheet Metal
616.381 Spring Inspector	1	*	0	0	0	0	0	1	0	17.2400 Metallurgy
616.685 Load Tester	1	*	1	0	0	0	0	0	0	
616.782 Kick Press Operator	1	*	0	1	0	0	0	0	0	17.2304 Metal Trades, Combined
616.885 Bench Worker	1	*	0	0	1	0	0	0	0	17.2399 Metalworking; Other
617.885 Punch Press Operator II	1	*	0	0	1	0	0	0	0	
619.885 Machine Operator II; Brake Operator	1	*	0	0	1	0	0	0	0	
617.780 Set-up Man, Kick Press Set-up Man (iron and steel)	2	0.1	0	1	0	0	1	0	0	
619.886 Machine Feeder	1	*	0	0	1	0	0	0	0	
619.887 Machine Helper	1	*	0	0	0	0	0	1	0	
Total	64	1.8	15	11	14	8	8	7	1	

JOBS	STATE		REGION							TRAINING PROGRAM
Clusters of Occupations and D.O.T. Code	Totals f	%	Cook Co.	I	II	III	IV	V	VI	Related Instructional Program Name and O.E. Code
620.131 Automobile Mechanic; Chief Repair Shop Foreman	2	0.1	1	0	0	0	0	0	1	17.2302 Mechanics
620.281 Automobile Mechanic I Automobile Tester; Transmission Mechanic; Tune-up Man Air Conditioning Mechanic Construction Equipment Mechanic Motorcycle Repairman Tractor Mechanic	16	0.4	6	1	3	0	0	5	1	17.0303 Specialization; Other 17.01 Air Conditioning 17.1003 Maintenance Heavy Equipment 17.3100 Small Engine Repair, Internal Combustion
620.884 Mechanics Helper	3	0.1	2	1	0	0	0	0	0	01.0301 Agricultural Power and Machinery
620.381 Automobile Service Mechanic	79	2.2	21	23	10	5	12	3	5	17.0302 Mechanics
622.381 Carman (loco. & car building) Repairman (loco & car build.)	2	0.1	0	0	0	0	0	2	0	
623.281 Machinist Marine Engine	1	*	0	0	0	0	1	0	0	17.22 Maritime Occupations
624.281 Farm Equipment Mechanic I	2	0.1	0	0	0	1	0	0	1	01.0301 Agricultural Power and Machinery
624.381 Farm Equipment Mechanic II Inspector and Tester (agri. equipment)	3	0.1	0	0	0	1	1	1	0	
625.281 Diesel Mechanic	1	*	0	0	0	0	0	1	0	17.1200 Diesel Mechanic 17.3100 Small Engine Repair
626.381 Repairman, Welding Machines	1	*	1	0	0	0	0	0	0	
628.281 Overhauler (textile)	1	*	1	0	0	0	0	0	0	
629.884 Curing Press Maintenance Man	1	*	0	0	0	0	0	1	0	
Total	112	3.1	32	25	13	7	14	13	8	
630.281 Repairman (ore smelt and refinery)	2	0.1	0	1	0	0	0	1	0	17.1003 Maintenance, Heavy Equipment

JOBS	STATE		REGION							TRAINING PROGRAM
Clusters of Occupations and D.O.T. Code	Totals f	%	Cook Co.	I	II	III	IV	V	VI	Related Instructional Program Name and O.E. Code
633.281 Office Machine Serviceman	2	0.1	1	0	1	0	0	0	0	-17.0600 Business Machine Maintenance
637.281 Air Conditioning Mechanic; Domestic Refrigeration Mechanic Gas Appliance Serviceman	2	0.1	2	0	0	0	0	0	0	17.01 Air Conditioning 17.0101 Cooling 17.0202 Gas Appliances
637.884 Serviceman Helper	1	*	0	0	0	1	0	0	0	
638.281 Maintenance Technician Machinery Erector; Service Representative; Millwright	15	0.4	5	6	3	0	0	1	0	15.0111 Industrial Technology 16.0113 Mechanical Technology
638.884 Maintenance Mechanic Helper	1	*	1	0	0	0	0	0	0	-17.1099 Construction and Maintenance Trades; Other
639.281 Serving Machine Repairman Coin Machine Repairman	1	*	0	1	0	0	0	0	0	
639.381 Vending Machine Repairman	3	0.1	0	1	0	0	0	0	2	
639.884 Bicycle Repairman; Lawn Mower Repairman	2	0.1	1	1	0	0	0	0	0	
Total	29	0.8	10	10	4	1	0	2	2	
641.886 Paper Bag Press Operator; Tube Machine Operator Helper	2	0.1	0	0	0	0	0	2	0	
643.885 Bindery Worker	2	0.1	0	2	0	0	0	0	0	
649.885 Bag Machine Operator	2	0.1	2	0	0	0	0	0	0	
Total	6	0.2	2	2	0	0	0	2	0	
650.582 Linotype Operator; Photosetter	3	0.1	0	0	0	1	0	0	2	17.1901 Composition; Makeup and Typesetting
650.885 Typesetting Machine Tender	1	*	1	0	0	0	0	0	0	

JOBS	STATE		REGION							TRAINING PROGRAM
Clusters of Occupations and D.O.T. Code	Totals f	%	Cook Co.	I	II	III	IV	V	VI	Related Instructional Program Name and O.E. Code
651.782 Cylinder Pressman; Offset Pressman; Web Press Man	21	0.6	7	3	7	0	2	0	2	17.1902 Printing Press Occupations
651.886 Press Man Helper	1	*	1	0	0	0	0	0	0	
652.885 Marking-Machine Operator	1	*	0	0	0	0	0	1	0	
Total	27	0.8	9	3	7	1	2	1	4	
660.280 Cabinetmaker	7	0.2	2	3	1	0	1	0	0	-17.3601 Millwork and Cabinetmaking
661.281 Patternmaker, Wood (foundry)	1	*	1	0	0	0	0	0	0	-17.3699 Woodworking; Other
669.886 Planer Chainman (planning mill)	1	*	0	0	1	0	0	0	0	
Total	9	0.3	3	3	2	0	1	0	0	
680.885 Card Stripper (textile)	1	*	0	1	0	0	0	0	0	
680.886 Machine Feeder (raw stock, textiles)	1	*	0	0	0	0	1	0	0	
689.384 Cloth Tester	1	*	0	1	0	0	0	0	0	
689.885 Back Tender (textile)	1	*	0	0	0	0	0	1	0	
689.886 Utility Man (textile)	1	*	0	0	0	0	0	1	0	
Total	5	0.1	0	2	0	0	1	2	0	
690.782 Stitcher, Machine	1	*	0	0	0	1	0	0	0	
690.885 Cutting Machine Tender	1	*	1	0	0	0	0	0	0	
692.782 Assembly Machine Operator	1	*	0	1	0	0	0	0	1	
692.885 Assembly Machine Tender	1	*	0	0	0	0	0	0	0	
699.885 Cutter, Machine (any industry) II	1	*	1	0	0	0	0	0	1	
Total	5	0.1	2	1	0	1	0	0	1	
TOTAL: MACHINE TRADES OCCUPATIONS		8.7	83	72	57	21	31	32	18	

JOBS	STATE		REGION							TRAINING PROGRAM
Clusters of Occupations and D.O.T. Code	Totals f	Totals %	Cook Co.	I	II	III	IV	V	VI	Related Instructional Program Name and O.E. Code
BENCH WORK OCCUPATIONS										
704.381 Engraver, Hand	1	*	0	1	0	0	0	0	0	-17.2399 Metalworking; Other
705.884 Bench Grinder;(any industry) Polisher; Grinder	9	0.2	0	2	2	3	1	1	0	-17.2301 Foundry -17.2302 Machine Shop
705.887 Laborer, Grinding and Polishing	2	0.1	0	0	2	0	0	0	0	-17.2303 Machine Tool Operations -17.2307 Tool & Die Making
706.781 Precision Assembler, (mach. mfg.)	1	*	0	0	0	0	0	1	0	
706.884 Assembler, Small Parts (any industry)	12	0.3	1	2	3	3	2	1	0	
706.887 Assembler, Production (any industry)	13	0.3	1	3	2	3	1	2	1	
709.884 Assembler, Adjuster Production Line; Repairman Production	2	0.1	0	0	2	0	0	0	0	
709.887 Cleaner, Finisher (n.e.c.)	1	*	0	0	0	0	1	0	0	
Total	41	1.2	2	8	11	9	5	5	1	
710.884 Assembler, (balance and scales) Instrument Repairman Helper	4	0.1	1	1	1	1	0	0	0	
713.381 Optician Apprentice	2	0.1	0	0	1	0	1	0	0	-17.2101 Instruments (Other Than Watches and Clocks)
Total	6	0.2	1	1	2	1	1	0	0	
720.281 Radio-Television Service Repairman	7	0.2	0	3	2	0	1	1	0	-17.1503 Radio/Television

JOBS	STATE		REGION							TRAINING PROGRAM
Clusters of Occupations and D.O.T. Code	Totals f	%	Cook Co.	I	II	III	IV	V	VI	Related Instructional Program Name and O.E. Code
721.281 Electric-Motor Assembler (any industry)	1	*	0	0	1	0	0	0	0	17.0401 Aircraft Maintenance 17.1403 Motor Repairman
Electric-Motor Repairman										
721.381 Electric-Motor and Generator Assembler Repairman	1	*	0	0	1	0	0	0	0	
721.884 Electric Motor Assembler (electric equipment)	2	0.1	1	0	1	0	0	0	0	
724.381 Adjuster, Electrical Contacts	1	*	0	0	1	0	0	0	0	
724.781 Coil Winder	2	0.1	0	1	0	0	1	0	0	
724.884 Armature Winder; Connector-Transformer Assembler	4	0.1	0	0	1	0	0	2	1	
722.381 Assembler (telephone and telegraph)	1	*	0	1	0	0	0	0	0	-17.1501 Communications
723.884 Appliance Repairman	2	0.1	0	0	0	2	0	0	0	-17.0201 Electrical Appliances
724.887 Coil Finisher; Wire Clipper	4	0.1	0	0	1	1	2	0	0	
725.884 Tube Assembler	1	*	1	0	0	0	0	0	0	17.1500 Electronics Occupations
726.687 Inspector, Electronic Components	1	*	0	0	1	0	0	0	0	
726.781 Electronics Assembler	8	0.2	0	5	0	1	2	0	0	
726.887 Trimmer, Electronics	1	*	0	0	0	0	1	0	0	
727.384 Battery Tester	1	*	0	0	1	0	0	0	0	
727.887 Assembler, Dry Cell and Battery	1	*	0	0	1	0	0	0	0	
728.884 Assembler Electrical Wire Group	1	*	0	0	1	0	0	0	0	
729.884 Assembler, Electrical Accessories II	2	0.1	0	1	0	0	1	0	0	
729.887 Assembler, Electrical Accessories I	5	0.1	1	2	1	1	0	0	0	
Total	46	1.4	3	13	13	5	8	3	1	

JOBS	STATE		REGION							TRAINING PROGRAM
Clusters of Occupations and D.O.T. Code	Totals f	%	Cook Co.	I	II	III	IV	V	VI	Related Instructional Program Name and O.E. Code
731.884 Toy Assembler	1	*	0	1	0	0	0	0	0	
731.887 Assembler, Finisher, Toys-Games	1	*	0	0	1	0	0	0	0	
736.381 Assembler, Firearms	1	*	0	0	1	0	0	0	0	
739.381 Display Assembler	1	*	0	0	1	0	0	0	0	
739.687 Broomcorn Grader	1	*	1	0	0	0	0	0	0	
739.887 Assembler Small Products (any industry)	11	0.3	2	2	2	3	1	0	1	
Total	16	0.4	3	3	5	3	1	0	1	
740.887 Painter, Brush; Hand (any industry)	8	0.2	4	0	0	1	1	0	2	
741.884 Painter, Spray (any industry)	3	0.1	0	1	0	0	2	0	0	
741.887 Painter Helper Spray	5	0.1	0	1	0	2	0	2	0	
Total	16	0.4	4	2	0	3	3	2	2	
750.384 Tire Inspector	1	*	0	0	0	1	0	0	0	
750.687 Tube Inspector-Finisher	1	*	1	0	0	0	0	0	0	
750.781 Tire Repairer	3	0.1	0	1	0	0	0	0	2	
750.834 Tire Vulvanzer	1	*	0	0	1	0	0	0	0	
750.887 Tire Mounter	2	0.1	0	0	0	0	1	1	0	
752.781 Hose Maker, Belt Builder	3	0.1	1	0	0	2	0	0	0	
Total	11	0.3	2	1	1	3	1	1	2	
762.884 Assembler (shaped wood art.)	1	*	0	0	0	1	0	0	0	[17.3601 Millwork and cabinetmaking
769.887 Woodworking, Shop Hand	1	*	0	0	1	0	0	0	0	
Total	2	0.1	0	0	1	1	0	0	0	

JOBS	STATE		REGION							TRAINING PROGRAM
Clusters of Occupations and D.O.T. Code	Totals f	%	Cook Co.	I	II	III	IV	V	VI	Related Instructional Program Name and O.E. Code
776.684 Grinding Wheel Dresser	2	0.1	0	1	1	0	0	0	0	
777.884 Mold-Maker (statuary and art goods)	1	*	0	1	0	0	0	0	0	
779.884 Concrete Pipe Maker	1	*	0	0	0	1	0	0	0	
Total	4	0.1	0	2	1	1	0	0	0	
780.381 Automobile Trimmer	1	*	0	0	1	0	0	0	0	17.0303 Automotive Services 17.3500 Upholstering 09.0204 Home Furnishing Equipment and Services
780.884 Chair Upholsterer; Cushion Maker	4	0.1	0	1	1	0	2	0	0	
781.484 Marker I (any industry)	2	0.1	0	0	0	0	0	1	1	17.3399 Textile Production and Fabrication; Other
781.687 Assembler (garment)	1	*	0	0	0	0	0	1	0	
781.884 Cutter Hand II (any industry)	1	*	0	0	1	0	0	0	0	
781.887 Cutter, Hand I (any industry)	1	*	0	0	0	0	1	0	0	
782.884 Sewer, Hand (any industry)	1	*	0	0	0	0	1	0	0	09.0204 Home Furnishings, Equipment and Services
785.381 Seamstress, Tailor	2	0.1	0	0	0	0	0	0	2	09.0202 Clothing Management, Production and Services 17.3301 Dressmaking 17.3302 Tailoring
786.782 Sewing Machine Operator, Regular Equipment	2	0.1	0	0	0	0	0	0	2	17.3399 Textile Production and Fabrication; Other
787.782 Sewing Machine Operator all around (any industry); Binder II	5	0.1	0	0	0	2	2	0	1	09.0204 Home Furnishings, Equipment and Services
788.884 Assembler-Finisher (boot and shoe)	1	0 *	0	0	0	0	0	0	1	17.3401 Shoe Manfacturing

JOBS	STATE		REGION							TRAINING PROGRAM
Clusters of Occupations and D.O.T. Code	Totals f	%	Cook Co.	I	II	III	IV	V	VI	Related Instructional Program Name and O.E. Code
788.887 Cementer, Lacer, Brusher (boot and shoe)	3	0.1	0	0	0	1	1	1	0	-17.3401 Shoe Manfacturing
789.884 Trimming Machine Operator	1	*	0	0	0	0	0	1	0	
789.887 Clipper, folder	1	*	0	0	0	0	0	0	1	-17.16 Fabric Maintenance Services
Total	26	0.8	0	1	3	3	7	4	8	
790.687 Cigar, Cigarette Packer	1	*	0	0	1	0	0	0	0	
794.884 Box Maker, paperboard	2	0.1	0	1	0	0	1	0	0	
794.887 Assembler, Hand (paper goods)	1	*	0	1	0	0	0	0	0	
Total	4	0.1	0	2	1	0	1	0	0	
TOTAL: BENCH WORK OCCUPATIONS	172	4.8	15	33	38	29	27	15	15	
STRUCTURAL WORK OCCUPATIONS										
801.781 Structural Steel Worker	1	*	0	0	0	1	0	0	0	-17.1099 Construction and Maintenance Trades;Other
801.884 Assembler, Metal Building	1	*	0	1	0	0	0	0	0	
804.281 Sheet-metal Worker	9	0.2	5	2	1	0	1	0	0	-17.2305 Sheet Metal
804.886 Metal-Fabricating Shop Helper	1	*	0	0	0	0	0	0	1	-17.2304 Metal Trades; Combined
806.384 Procurement Inspector	1	*	1	0	0	0	0	0	0	
806.781 Assembler, (aircraft mfg.) Installer (aircraft mfg.)	1	*	0	0	0	0	0	1	0	
806.883 Assembly-Inspector Helper	1	*	0	0	0	0	0	0	1	
806.884 Automobile Accessories Installer; Fitter-adjuster (automobile manufacturing)	2	0.1	0	0	0	0	2	0	0	-17.0303 Specialization; Other
806.887 Assembler, Automobile; Wheel	5	0.1	2	1	0	1	1	0	0	
807.281 Truck Body Builder	1	*	0	0	0	0	0	1	0	

JOBS	STATE		REGION							TRAINING PROGRAM
Clusters of Occupations and D.O.T. Code	Totals f	%	Cook Co.	I	II	III	IV	V	VI	Related Instructional Program Name and O.E. Code
807.381 Automobile Body Repairman	10	0.3	3	0	1	1	0	2	3	-17.0301 Body and Fender
807.884 Installer (auto parts)	3	0.1	1	1	0	0	1	0	0	-17.0303 Specialization; Other
809.884 Driller, Hand (any industry)	1	*	0	0	0	0	1	0	0	-17.2301 Foundry
809.887 Laborer, Steel Handling	1	*	0	0	1	0	0	0	0	
Total	36	1.1	12	5	3	3	4	4	5	
810.782 Welder, Butt; Spot	10	0.3	1	1	4	1	2	1	0	-17.2306 Welding and Cutting
810.884 Welder, Arc	26	0.7	6	5	4	1	4	5	1	
811.884 Welder, Gas	1	*	0	0	0	0	1	0	0	
813.885 Welder, Resistance Machine	2	0.1	0	0	0	0	0	0	2	
814.884 Brazer, Solderer	1	*	1	0	0	0	0	0	0	
816.782 Flame Cutting Machine Oper.	1	*	0	0	0	1	0	0	0	
819.887 Welder Helper	1	*	0	1	0	0	0	0	0	
Total	42	1.2	8	7	8	3	7	6	3	
820.281 Electrician, Powerhouse	1	*	0	1	0	0	0	0	0	-17.1401 Industrial Electrician
820.381 Motor-Generator Assembler	2	0.1	0	0	0	0	1	1	0	-17.1403 Motor Repairman
821.381 Electric Meter Installer; Lineman	3	0.1	0	0	0	1	0	1	1	-17.1402 Lineman
821.887 Groundman, Helper (light, heat, and power)	1	*	1	0	0	0	0	0	0	
822.281 Automatic Equipment Tech.	2	0.1	1	0	0	0	0	0	1	
822.381 Equipment Installer (telephone and telegraph)	5	0.1	1	1	1	0	1	1	0	-17.1501 Communications
822.884 Protective Signal Installer Helper	1	*	1	0	0	0	0	0	0	
823.281 Electrician, Radio; Public Address Systems	2	0.1	1	1	0	0	0	0	0	

JOBS	STATE		REGION							TRAINING PROGRAM
Clusters of Occupations and D.O.T. Code	Totals f	%	Cook Co.	I	II	III	IV	V	VI	Related Instructional Program Name and O.E. Code
824.281 Electrician (any industry)	12	0.3	2	6	3	0	1	0	0	17.1002 Electricity
829.887 Electrician Helper	2	0.1	1	1	0	0	0	0	0	
829.884 Elevator Repairman Helper	1	*	1	0	0	0	0	0	0	17.1099 Construction and Maintenance Trades;Other
829.281 Electrical Repairman	1	*	0	0	0	0	1	0	0	
825.884 Elevator Construction Helper	2	0.1	1	0	0	1	0	0	0	
827.281 Electrical Appliance Serviceman	1	*	0	0	0	0	1	0	0	17.0200 Appliance Repair 17.0201 Electrical Appliances
827.884 Air Conditioning Installer (domestic)	2	0.1	2	0	0	0	0	0	0	
828.281 Electronics Mechanic	3	0.1	1	2	0	0	0	0	0	17.1400 Electrical Occupations 16.0108 Electronic Technology
829.381 Cable Splicer; Equipment Installer	2	0.1	0	0	0	1	1	0	0	17.1401 Industrial Electrician 17.1402 Lineman
Total	43	1.3	13	12	4	3	6	3	2	
840.781 Painter (construction)	6	0.2	1	1	1	0	2	1	0	17.1005 Painting and Decorating
840.884 Painter, Rough (construction)	1	*	0	1	0	0	0	0	0	
840.887 Painter, Helper	1	*	0	0	0	1	0	0	0	17.1099 Construction and Maintenance Trades; Other
844.884 Cement Mason (construction)	1	*	1	0	0	0	0	0	0	
844.887 Cement Mason Helper	2	0.1	1	0	1	0	0	0	0	-17.0301 Automotive Services
845.781 Painter, Aircraft, Automobile	1	*	0	0	1	0	0	0	0	
841.884 Billposter (business service)	1	*	0	0	0	0	0	0	1	
Total	13	0.4	3	2	3	1	2	1	1	
850.883 Power Shovel Operator	1	*	0	0	0	0	1	0	0	-17.1003 Heavy Equipment Construction
850.887 Laborer, Road	1	*	0	0	1	0	0	0	0	
851.884 Pipe Layer (construction)	1	*	0	0	1	0	0	0	0	-17.1007 Plumbing and Pipefitting

JOBS	STATE		REGION							TRAINING PROGRAM
Clusters of Occupations and D.O.T. Code	Totals f	%	Cook Co.	I	II	III	IV	V	VI	Related Instructional Program Name and O.E. Code
851.887 Ditch Digger	1	*	0	0	0	0	0	0	1	
852.884 Concrete Mason, Highways and Streets	2	0.1	0	1	0	1	0	0	0	17.1003 Heavy Equipment Const.
852.887 Laborer, Concrete Paving	2	0.1	0	0	0	1	1	0	0	17.1099 Construction and Maintenance Trades; Other
853.883 Asphalt Paving Machine Operator	1	*	0	1	0	0	0	0	0	
859.883 Heavy Equipment Operator	1	*	1	0	0	0	0	0	0	
859.884 Duct Layer (construction)	2	0.1	0	0	0	0	1	1	0	
Total	12	0.3	1	3	1	2	3	1	1	
860.137 Carpenter-Labor Foreman	1	*	0	0	0	0	1	0	0	17.1001 Carpentry
860.381 Carpenter (construction)	49	1.4	16	9	6	1	5	7	5	
860.887 Carpenter Helper	3	0.1	0	1	2	0	0	0	0	
861.381 Bricklayer	3	0.1	2	0	0	0	1	0	0	17.1004 Masonry
861.884 Pointer, Caretaker	1	*	0	0	0	0	1	0	0	
861.887 Bricklayer Helper; Stonemason Helper	2	0.1	1	0	0	0	1	0	0	
862.381 Plumber; Pipefitter; Steam Serviceman; Aircraft Mechanic-Plumbing	11	0.3	1	1	3	2	2	1	1	17.0102 Heating 17.0401 Aircraft Maintenance 17.1007 Plumbing and Pipefitting
862.884 Plumber Helper; Pipefitter Helper	17	0.5	4	2	1	2	0	5	3	
862.887 Laborer, Plumbing	1	*	0	1	0	0	0	0	0	
863.884 Insulation Worker	5	0.1	1	0	2	2	0	0	0	17.1099 Construction and Maintenance Trades; Other
866.381 Roofer	1	*	0	0	0	0	1	0	0	17.1010 Roofing
866.884 Roof Repairman	1	*	0	0	0	0	0	0	1	
869.281 Furnace Installer; Repairman	1	*	1	0	0	0	0	0	0	17.1020 Heating

JOBS	STATE		REGION							TRAINING PROGRAM
Clusters of Occupations and D.O.T. Code	Totals f	Totals %	Cook Co.	I	II	III	IV	V	VI	Related Instructional Program Name and O.E. Code
869.884 Fence Erector; Formsetter; Construction Worker; Wrecker; Roustabout (petroleum)	13	0.4	1	2	2	1	4	1	2	17.1099 Construction and Maintenance Trades; Other 17.1007 Plumbing and Pipefitting
869.887 Laborer; Hod Carrier; Trackman	3	0.1	1	0	0	1	1	0	0	17.1099 Construction and Maintenance Trades; Other
Total	112	3.4	28	16	16	9	17	14	12	
891.138 Maintenance Foreman	6	0.2	0	2	0	2	0	0	2	17.1099 Construction and Maintenance Trades; Other
891.884 Building Cleaner, Sandblaster	1	*	0	0	1	0	0	0	0	
899.281 Maintenance Man, Factory	6	0.2	1	2	0	1	0	1	1	
899.381 Maintenance Man, Building	5	0.1	0	0	1	0	1	3	0	
899.884 Maintenance Man Helper Highway Maintenance Man	7	0.2	0	2	1	0	1	1	2	
Total	25	0.7	1	6	3	3	2	5	5	
TOTAL: STRUCTURAL WORK OCCUPATIONS	283	7.9	66	51	38	24	41	34	29	
MISCELLANEOUS OCCUPATIONS										
905.883 Truck Driver; Heavy	4	0.1	0	1	0	0	2	0	1	
905.887 Driver Helper	2	0.1	1	0	1	0	0	0	0	
906.883 Truck Driver, Light; Food Service Driver	35	1.0	6	9	4	3	1	6	6	
909.137 Truck Foreman	1	*	0	0	0	0	0	1	0	
909.883 Garbage Collector	3	0.1	1	1	1	0	0	0	0	
909.887 Furniture Mover	2	0.1	0	0	0	0	1	0	1	
Total	47	1.4	8	11	6	3	4	7	8	

JOBS	STATE		REGION							TRAINING PROGRAM
Clusters of Occupations and D.O.T. Code	Totals f	%	Cook Co.	I	II	III	IV	V	VI	Related Instructional Program Name and O.E. Code
910.383 Locomotive Engineer, Fireman	2	0.1	1	1	0	0	0	0	0	
910.388 Yard Clerk	1	*	1	0	0	0	0	0	0	
910.687 Track Repairman	1	*	0	0	0	0	0	0	1	
910.782 Car Inspector	1	*	1	0	0	0	0	0	0	
910.883 Laborer, Car Barn; Yard Engineer	1	*	0	0	0	1	0	0	0	
910.884 Brakeman, Yard	2	0.1	0	0	1	1	0	0	0	
910.887 Baggageman	1	*	1	0	0	0	0	0	0	
911.887 Wharfman	2	0.1	0	0	1	0	0	1	0	-17.0801 Seamanship
912.368 Transportation Agent (air transportation)	2	0.1	1	1	0	0	0	0	0	17.0403 Ground Operations 04.1900 Transportation
913.168 Dispatcher (motor transportation	1	*	0	0	1	0	0	0	0	
913.463 Bus Driver	2	0.1	2	0	0	0	0	0	0	
915.137 Car-Wash Supervisor	2	0.1	0	1	0	0	1	0	0	
915.867 Automobile Service Station Attendant	30	0.8	3	8	4	1	2	7	5	04.1600 Petroleum 17.0300 Automotive Services 04.0300 Automotive
915.878 Parking Lot Attendant	5	0.1	3	1	0	0	0	0	1	
915.884 Tire Repairman; Garageman	4	0.1	0	0	0	2	1	1	0	17.0300 Automotive Services
915.887 Lubrication Man Porter; Used Car Lot	1	*	0	0	1	0	0	0	0	
919.368 Ticket Agent	2	0.1	1	0	1	0	0	0	0	04.0300 Automotive 04.1900 Transportation 14.0505 Traffic, Rate, and Transportation Clerks
919.883 Deliveryman	2	0.1	0	1	0	0	0	1	0	-04.0800 General Merchandise
919.887 Automobile Washer; Cleaner	1	*	0	0	0	0	0	0	1	
Total	63	1.9	14	13	9	5	4	10	8	

JOBS	STATE		REGION							TRAINING PROGRAM
Clusters of Occupations and D.O.T. Code	Totals f	%	Cook Co.	I	II	III	IV	V	VI	Related Instructional Program Name and O.E. Code
920.132 Packaging Foreman	1	*	0	1	0	0	0	0	0	
920.885 Packager, Machine	8	0.2	2	3	2	0	1	0	0	
920.886 Packaging Laborer (any industry)	7	0.2	2	3	0	1	0	1	0	
920.887 Packager, Hand	16	0.4	4	6	2	1	0	3	0	
921.883 Conveyor Operator Electric Crane Operator Elevator Operator, Freight	5	0.1	3	0	1	0	1	0	0	
922.687 Yardman, Used Building Materials	1	*	0	0	1	0	0	0	0	
922.883 Industrial Truck Operator Fork-Lift Operator	12	0.3	0	2	1	3	3	2	1	
922.887 Loader; Car Filler; Lumber Yard Man; Returned Goods Sorter; Laborer, Stores (any industry)	17	0.5	4	6	2	0	2	1	2	-04.2000 Retail Trade; Other
929.137 General Handling Foreman	1	*	0	1	0	0	0	0	0	-04.0900 Hardware, Building Materials, Farm and Garden Equipment and Supplies
929.138 Warehouse Foreman	5	0.1	1	2	0	0	1	1	0	
929.782 Conveyor Line Operator, Automatic	1	*	0	0	0	0	1	0	0	
929.884 Packer (ordnance)	1	*	0	1	0	0	0	0	0	
929.885 Baling Machine Operator	1	*	1	0	0	0	0	0	0	
929.887 Tying Machine Operator; Box Banding Machine Operator Compress Operator (agriculture)	21	0.6	5	9	5	0	0	2	0	
Total	97	2.9	22	34	14	5	9	10	3	

JOBS	STATE		REGION							TRAINING PROGRAM
Clusters of Occupations and D.O.T. Code	Totals f	%	Cook Co.	I	II	III	IV	V	VI	Related Instructional Program Name and O.E. Code
930.782 Driller, Machine (any industry)	2	0.1	0	1	0	0	0	0	1	
930.884 Driller, Hand	1	*	0	0	0	0	0	0	1	
939.281 Miner (mining and quarrying)	2	0.1	0	0	0	0	0	1	1	
Total	5	0.1	0	1	0	0	0	1	3	
950.885 Air Compressor Operator Boiler Room Helper	3	0.1	0	2	0	1	0	0	0	
951.885 Fireman; Boiler Tender	1	*	0	0	0	0	0	1	0	
952.387 Powerhouse Runner	1	*	0	1	0	0	0	0	0	
955.782 Sewage Plant Operator	1	*	0	1	0	0	0	0	0	
957.282 Control Room Technician (Radio and TV Broadcasting)	1	*	0	0	1	0	0	0	0	-16.0108 Electronic Technology
959.168 Dispatcher, Service	1	*	0	0	1	0	0	0	0	
959.884 Line and Frame Poleman Tree Trimmer (electricity, heat, and power), (telephone and telegraph)	3	0.1	0	1	1	0	0	1	0	
Total	11	0.3	0	5	3	1	0	2	0	
960.382 Motion Picture Projectionist	1	*	0	0	0	0	1	0	0	
961.868 Model, Photographers	1	*	0	1	0	0	0	0	0	
962.884 Film Room Worker (TV)	1	*	0	0	0	0	0	1	0	
Total	3	0.1	0	1	0	0	1	1	0	
970.381 Letterer; Sign Painter; Retoucher (printing and publishing)	2	0.1	0	1	1	0	0	0	0	-17.1904 Photoengraving -17.0703 Product Design -17.0901 Photographic Laboratory and Darkroom Occupations

JOBS	STATE		REGION							TRAINING PROGRAM
Clusters of Occupations and D.O.T. Code	Totals f	Totals %	Cook Co.	I	II	III	IV	V	VI	Related Instructional Program Name and O.E. Code
970.884 Colorer (printing and publishing)	1	*	1	0	0	0	0	0	0	
971.281 Lithographer, Etcher	1	*	0	0	1	0	0	0	0	17.1904 Photoengraving 17.1903 Lithography, Photography and Platemaking
972.381 Transferer, Hand (printing and publishing)	2	0.1	1	0	0	0	1	0	0	17.1905 Silk Screen Making and Printing
979.381 Negative Process Operator; Print-Shop Photographer	2	0.1	1	0	1	0	0	0	0	17.0901 Photographic Laboratory and Darkroom Occupations
973.381 Composition; Job Printer	5	0.1	1	1	1	0	2	0	0	-17.1901 Composition, Makeup, and Typesetting
976.381 Developer; Enlarger	1	*	0	0	1	0	0	0	0	17.0901 Photographic Laboratory and Darkroom Occupations
976.884 Film Cutter; Splicer	1	*	0	0	0	1	0	0	0	
976.887 Photographer Helper	1	*	1	0	0	0	0	0	0	
977.884 Bookbinder; Repairer	1	*	0	0	0	0	0	1	0	-17.1906 Bookbinding
979.782 Engraver, Machine Operator Blueprint Machine Operator	1	*	0	0	0	0	0	1	0	-17.1903 Lithography, Photography and Platemaking
979.886 Print-Shop Helper	2	0.1	1	1	0	0	0	0	0	-17.1904 Photoengraving
979.887 Photolith Operator	1	*	0	1	0	0	0	0	0	-17.1903 Lithography, Photography, and Platemaking
Total	21	0.6	6	4	5	1	3	2	0	
TOTAL: MISCELLANEOUS OCCUPATIONS	247	6.9	50	69	37	15	21	33	22	

PROCEDURES FOR ASSIGNING THE RELATEDNESS CODE

1. Utilizing information provided by the employed respondent in questions 11--Job title, 13--Type of business and 14--Job duties, assign the D.O.T. Code number that identifies the respondent's job.
2. The attached instrument matches jobs by D.O.T. Code to related instructional programs by O.E. Code. Locate the D.O.T. Code number assigned to the respondent's job on the relatedness instrument. Compare the related O.E. Code number(s) to the O.E. Code number of the respondent's occupational training program which is on the identification label on page one of the survey instrument.
3. If all six digits of the related O.E. Code and the respondent's O.E. Code match exactly, assign the number 3 to indicate a "closely related" occupation.
4. If the first four digits of the related O.E. Code (the shaded area) and the respondent's O.E. Code match exactly but the fifth and sixth digits do not, assign the number 2 to indicate a "related" occupation.
5. If there is not an exact match between the first four digits of the two O.E. Code numbers, assign the number 1 to indicate a "non-related" occupation.
6. In cases where respondents have broad O.E. Codes that do not have related occupations specified, e.g., 18.9900, 01.0000, 04.0000, 07.0000, 09.0000, 14.0000, or 17.0000, refer to question 18 to see if the respondent checked a reason for employment in a job not related to their occupational training. If the respondent checked a reason for non-training-related employment, assign the number 1 to indicate a "non-related" occupation.

If the respondent did not check a reason in question 18, the relatedness of the program taken to employment is "not measurable". Assign the number 0 when relatedness cannot be determined.

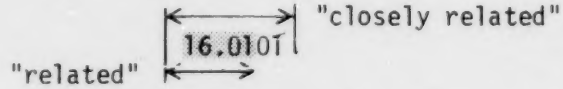
SAMPLE

D.O.T.	O.E.
001.281 -	17.1300
002.280 -	16.0101
002.281 -	16.0101
	17.1300
003.168 -	16.0107
	16.0108
	16.0112
003.181 -	16.0107

D.O.T.	O.E.
017.281 -	17.1300
019.181 -	16.0104
019.281 -	16.0109
	16.0113
	16.0499
	17.1300
019.288 -	16.0106
	16.0110
	16.0499

D.O.T.	O.E.
078.281 -	07.0201
	07.0203
	07.0204
078.368 -	07.0102
	07.0403
	07.0404
	07.0501
	07.0901
	07.0902
078.381 -	07.0202
	07.0203

If the six digits of the respondent's O.E. Code match the corresponding six digits of the instructional program related to the D.O.T. Code of the respondent's job, assign the number 3 for a "closely related" occupation.



If the first four digits of the two codes match exactly, assign the number 2 for a "related" occupation.

0

D.O.T.	O.E.
001.281 -	17.1300
002.280 -	16.0101
002.281 -	16.0101
	17.1300
003.168 -	16.0107
	16.0108
	16.0112
003.181 -	16.0107
	16.0108
	16.0112
003.281 -	16.0112
	17.1300
005.281 -	16.0106
	17.1300
007.081 -	16.0113
	16.0199
007.181 -	16.0113
	17.1300
007.187 -	16.0113
	17.1300
007.281 -	17.1300
008.380 -	16.0105
010.281 -	16.0113
	16.0116
	17.1300
010.288 -	16.0116
011.288 -	16.0114
011.381 -	16.0140
012.168 -	14.0204
012.188 -	16.0111
	16.0602
012.281 -	16.0110
012.288 -	16.0111
014.188 -	17.1300
014.281 -	17.1300
015.181 -	16.0115
015.380 -	16.0115

D.O.T.	O.E.
017.281 -	17.1300
019.181 -	16.0104
019.281 -	16.0109
	16.0113
	16.0199
	17.1300
019.288 -	16.0106
	16.0110
	16.0199
020.168 -	14.0200
020.188 -	14.0200
	16.0101
	16.0117
022.181 -	16.0105
	16.0699
022.281 -	16.0105
	16.0203
022.384 -	16.0105
024.288 -	16.0115
024.381 -	16.0105
025.288 -	16.0106
	16.0699
029.280 -	16.0112
029.281 -	16.0105
	16.0113
029.381 -	16.0113
	16.0203
	16.0699
040.081 -	01.0603
040.381 -	01.0203
041.168 -	01.0607
049.384 -	01.0200
050.088 -	04.0100
073.108 -	01.0401
073.181 -	01.0401
073.381 -	01.0299
075.378 -	07.0301

D.O.T.	O.E.
078.281 -	07.0201
	07.0203
	07.0204
078.368 -	07.0102
	07.0403
	07.0404
	07.0501
	07.0901
	07.0902
078.381 -	07.0202
	07.0203
	07.0503
078.687 -	07.0203
079.368 -	07.0401
	07.0903
	07.0904
079.378 -	07.0101
	07.0302
	07.0305
	07.0306
	07.0602
096.128 -	01.0200

1

132.088 -	04.0100
141.031 -	17.0700
141.051 -	17.0700
141.081 -	04.0100
	17.0700
141.168 -	04.0100
142.031 -	04.0100
142.051 -	17.0701
	17.0702
142.061 -	17.0701
142.081 -	04.0500
	17.0701
	17.0703
143.062 -	04.1500
143.858 -	04.1500
	04.1800
144.081 -	17.0700

D.O.T.	O.E.
149.031 -	17.0701
149.281 -	16.0103
	17.0703
160.288 -	14.0101
161.118 -	14.0802
161.268 -	14.0804
162.118 -	14.0899
162.158 -	01.0401
	04.0100
	04.0800
	04.9900
	14.0899
162.168 -	01.0401
	14.0899
162.188 -	14.0899
162.288 -	14.0899
163.118 -	04.1200
	04.1400
163.158 -	04.0300
163.168 -	04.1200
	09.0203
164.068 -	04.0100
164.118 -	04.0100
164.168 -	04.0100
165.068 -	04.0100
165.168 -	04.1800
165.088 -	14.0502
166.118 -	14.0601
	14.0603
166.168 -	04.1300
	14.0603
166.228 -	14.0601
	04.1900
166.268 -	14.0602
166.168 -	14.0899
	17.2899
168.187 -	17.2899
168.268 -	04.1300
168.284 -	01.0401
	17.2899
168.287 -	01.0401
	04.1600
	07.0703
	07.0909
	16.0200
	17.2899
168.288 -	14.0502

D.O.T.	O.E.
169.118 -	14.0699
169.168 -	01.0602
	04.1300
	14.0200
	14.0701
	14.0802
	14.0805
	14.0899
169.188 -	04.1300
169.268 -	04.1300
	14.0899
169.388 -	14.0899
180.118 -	01.0100
180.168 -	01.0100
	01.0200
	01.0600
181.118 -	04.1600
183.118 -	04.1200
	17.1999
183.168 -	01.0703
184.118 -	04.1400
	04.1700
	04.1900
184.168 -	04.1900
185.158 -	04.0200
	04.0800
185.168 -	04.0300
	04.0700
	04.0800
	04.1600
	04.1700
	04.3100
186.118 -	04.0400
	04.1300
	04.1400
	04.1600
	04.9700
186.138 -	14.0899
186.168 -	04.0400
	04.1300
	04.1600
	14.0805
	14.0899
186.388 -	14.0805
187.118 -	04.1100
187.138 -	09.0205

D.O.T.	O.E.
187.168 -	01.0200
	04.0300
	04.0900
	04.1000
	04.1100
	04.1500
	04.1700
	04.1800
	09.0203
	09.0205
	17.2900
187.288 -	04.0300
188.168 -	01.0401
189.118 -	04.1200
189.158 -	04.1700
189.168 -	04.0800
189.268 -	04.1200
191.118 -	04.1600
	04.1700
	04.1800
191.168 -	04.0300
	04.1800
191.268 -	04.0400
	04.1300
191.287 -	04.1000
	04.1700
193.168 -	17.0403
195.168 -	04.1800
196.283 -	16.0601
197.130 -	17.0802
197.133 -	17.0802
199.187 -	07.0702
199.281 -	09.0203
199.381 -	17.2002
199.885 -	17.2099
201.268 -	14.0303
	14.0702
201.368 -	14.0303
	14.0702

D.O.T.	O.E.
202.368 -	14.0703
203.138 -	14.0703
	14.0902
203.582 -	04.0703
	14.0902
203.588 -	14.0703
	14.0902
204.268 -	04.1200
	14.0402
204.288 -	14.0402
	14.0702
205.138 -	14.0603
	14.0703
205.168 -	14.0603
	14.0303
205.288 -	14.0603
	14.0703
205.388 -	14.0803
	14.0703
206.388 -	14.0302
	14.0302
206.588 -	14.0302
	14.0702
207.138 -	14.0301
	14.0702
207.582 -	14.0301
	14.0702
207.782 -	14.0301
	14.0702
207.884 -	14.0301
	14.0702
207.885 -	14.0301
	14.0702
208.138 -	14.0399
	14.0702
208.588 -	14.0399
	14.0702
208.782 -	14.0399
	14.0702

D.O.T.	O.E.
208.885 -	14.0399
	14.0702
209.138 -	14.0399
	14.0702
209.368 -	14.0399
	14.0702
209.388 -	14.0399
	14.0702
	14.0901
209.488 -	14.0399
	14.0702
209.584 -	14.0399
	14.0702
209.587 -	14.0399
	14.0702
209.588 -	04.0800
	14.0399
	14.0502
	14.0901
209.687 -	14.0399
209.688 -	14.0399
	14.0502
210.368 -	14.0102
210.388 -	14.0102
210.488 -	14.0102
210.588 -	14.0102
211.138 -	14.0103
211.368 -	14.0103
211.468 -	04.0600
	04.0800
	04.1100
	04.1800
	04.1900
	14.0103
211.488 -	14.0103
212.138 -	14.0105
212.368 -	14.0105

D.O.T.	O.E.
213.138 -	14.0200
213.382 -	14.0201
	14.0202
213.582 -	14.0202
213.588 -	14.0202
213.782 -	14.0202
213.885 -	14.0202
214.488 -	14.0104
215.388 -	14.0104
215.488 -	14.0104
216.388 -	14.0104
216.488 -	04.0700
	14.0104
216.588 -	14.0104
217.388 -	14.0104
217.885 -	14.0104
219.138 -	14.0199
219.368 -	04.0400
	14.0199
219.388 -	04.9900
	14.0303
	17.1999
219.485 -	14.0199
219.487 -	14.0303
219.488 -	04.1900
	14.0303
	14.0602
219.585 -	14.0303
219.588 -	14.0303
219.688 -	14.0303
221.138 -	14.0501
221.168 -	14.0501
221.388 -	14.0501
221.588 -	14.0501
222.138 -	14.0503
222.368 -	14.0503
222.387 -	14.0503
222.488 -	14.0503
222.587 -	14.0503
222.588 -	14.0505
222.687 -	01.0401
	14.0503

D.O.T.	O.E.
223.138	14.0504
223.388	14.0504
223.487	04.0600
	14.0504
223.587	14.0504
223.588	14.0504
223.687	04.0200
	14.0504
223.887	07.0905
224.487	14.0599
229.138	14.0599
229.188	14.0599
229.368	14.0599
229.387	14.0599
229.388	14.0599
229.488	14.0599
229.587	14.0599
229.588	14.0502
	14.0599
229.688	14.0599
229.884	14.0502
229.887	14.0599
230.138	14.0405
230.368	14.0405
230.868	14.0405
230.878	14.0405
231.138	14.0403
231.388	14.0403
231.588	14.0403
231.687	14.0403
231.688	14.0403
232.138	14.0403
232.368	14.0403
233.138	14.0403
233.388	14.0403
234.582	14.0404
234.885	14.0404
235.138	14.0401
235.228	14.0401
235.388	14.0401
235.585	14.0401
235.588	14.0401
235.862	14.0401

D.O.T.	O.E.
236.382	14.0401
236.588	14.0401
237.168	04.1800
	14.0303
	14.0703
237.368	14.0406
	04.1900
239.138	14.0499
239.228	14.0499
239.368	04.1300
	14.0499
239.382	14.0499
239.388	14.0499
239.587	14.0499
239.588	14.0499
239.687	14.0499
240.138	14.9900
240.368	04.0800
	14.9900
240.388	14.9900
240.468	14.9900
240.884	14.9900
240.887	14.9900
241.168	04.1300
241.368	04.0800
	14.9900
241.387	14.9900
242.368	04.1100
243.368	14.9900
243.468	04.0800
249.138	14.0499
	14.9900
249.168	04.1300
	14.0499
249.288	16.0106
249.368	04.0100
	04.0400
	04.0800
	04.0900
	04.9900
	14.9900
	14.0499
	14.0602

D.O.T.	O.E.
249.387	14.9900
249.388	04.1700
	14.0499
	14.9900
249.488	14.9900
249.587	14.9900
	16.0106
249.588	14.9900
249.688	14.0499
	14.9900
249.887	14.9900
250.258	04.1300
250.358	04.1700
251.258	04.0400
252.158	04.1200
252.258	04.0100
	04.0400
252.358	04.0100
	04.0400
	04.1200
253.358	04.0100
	04.9900
254.258	04.1100
255.258	04.1900
256.258	04.1000
256.358	04.0700
257.358	04.9900
258.258	04.0100
258.358	04.0100
	04.1200
259.358	04.1200
	04.9900
259.458	04.1900
260.458	04.0500
261.158	04.0600
261.258	04.0600
261.358	01.0402

D.O.T.	O.E.
262.358 -	01.0202
263.358 -	04.0200
	04.0800
263.358 -	04.0200
	04.0800
	04.1200
	04.3100
263.458 -	04.0200
	04.0800
264.358 -	04.0200
265.358 -	04.1200
266.258 -	04.0800
	04.1200
267.358 -	04.3100
268.358 -	04.1200
270.258 -	04.1200
271.358 -	04.1200
273.258 -	04.1200
274.358 -	04.0800
	04.1000
275.358 -	04.0700
276.158 -	04.1200
276.358 -	04.0200
	04.0900
	04.1200
	04.1600
	04.1900
277.251 -	01.0301
277.358 -	04.0900
278.258 -	04.1000
	04.1200
	09.0204
278.358 -	04.1000
280.258 -	04.1900
280.358 -	04.0300
	04.1900
280.458 -	04.0300

D.O.T.	O.E.
281.158 -	04.1200
281.358 -	04.0200
	04.0700
	04.1200
281.458 -	04.1200
282.258 -	04.1200
282.358 -	04.0200
	04.1200
283.458 -	04.0800
284.258 -	04.1200
284.358 -	04.1200
	04.1800
285.358 -	04.0800
286.358 -	04.1800
287.358 -	04.1800
287.358 -	04.1800
289.158 -	04.1200
289.358 -	04.0300
	04.0500
	04.1200
	04.1800
	04.2000
	04.3100
289.458 -	04.0800
290.358 -	04.0900
290.468 -	04.0600
	04.0800
	04.1500
290.478 -	04.0800
290.877 -	04.0600
291.158 -	04.0600
291.858 -	04.0600
292.138 -	04.0600
292.358 -	04.0600
	04.1500
292.468 -	04.0700
292.483 -	04.0700
292.887 -	04.0600

D.O.T.	O.E.
293.358 -	04.1800
	04.2000
294.258 -	04.0800
296.358 -	04.0800
296.368 -	04.0300
296.388 -	04.0800
297.258 -	09.0203
297.458 -	04.0800
298.081 -	04.0100
298.381 -	04.0100
	17.0702
298.884 -	04.0100
299.138 -	04.0100
	04.0600
	04.0800
299.258 -	09.0203
299.358 -	04.0800
	04.2000
299.381 -	17.1099
299.387 -	04.0200
	04.0300
299.468 -	04.0600
299.478 -	07.0601
299.488 -	04.1000
299.587 -	04.0600
299.687 -	04.1000
299.884 -	07.0601
299.887 -	04.0100
	04.0200

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301.887 -	09.0205
302.887 -	09.0202
303.138 -	09.0205
305.281 -	09.0203
306.878 -	09.0205
307.878 -	09.0201
309.878 -	09.0201
	09.0202

D.O.T.	O.E.
310.137 -	04.0700
310.138 -	04.0700
	09.0203
310.868 -	04.0700
311.138 -	09.0203
	17.2904
311.878 -	09.0203
	17.2904
313.131 -	17.2902
313.138 -	09.0203
	17.2901
313.168 -	17.2902
313.381 -	09.0203
	17.2901
	17.2902
313.781 -	09.0203
	17.2901
	17.2902
313.884 -	09.0203
	17.2901
314.381 -	09.0203
	17.2902
314.781 -	09.0203
	17.2902
314.878 -	09.0203
	17.2902
315.381 -	09.0203
	17.2902
316.781 -	09.0203
	17.2903
316.878 -	09.0203
	17.2902
316.884 -	09.0203
	17.2903
317.884 -	09.0203
	17.2902
317.887 -	09.0203
	17.2902
318.138 -	09.0203
	17.2899

D.O.T.	O.E.
319.138 -	09.0203
	17.2900
319.468 -	17.2904
319.874 -	09.0203
319.878 -	17.2904
319.884 -	17.2902
320.137 -	04.1100
320.138 -	09.0205
321.138 -	09.0205
323.887 -	09.0205
324.138 -	04.0900
324.878 -	04.1100
329.138 -	04.1100
329.478 -	04.1100
329.878 -	04.1100
329.999 -	04.1100
330.371 -	17.2601
331.878 -	17.2602
332.138 -	17.2602
332.271 -	17.2602
332.381 -	17.2602
333.271 -	17.2602
334.868 -	17.2699
334.878 -	17.2699
335.878 -	17.2699
338.381 -	07.0909
339.371 -	17.2601
	17.2699
339.381 -	07.0909
339.878 -	17.2699
340.368 -	04.1800
341.368 -	04.1800
346.381 -	09.0202
346.878 -	09.0202
350.138 -	17.2904
350.878 -	17.2904

D.O.T.	O.E.
351.878 -	04.1900
352.168 -	04.1800
352.878 -	04.1100
	04.1900
353.368 -	04.0100
354.878 -	07.0302
	07.0307
	07.0907
355.878 -	07.0303
	07.0304
	07.0402
	07.0907
	09.0201
356.138 -	01.9900
356.381 -	01.0299
356.874 -	01.0299
	01.9900
358.878 -	04.1100
	04.1900
358.887 -	17.1100
359.878 -	09.0201
361.138 -	17.1602
361.448 -	17.1602
361.587 -	17.1602
361.687 -	17.1602
361.782 -	17.1602
361.884 -	17.1602
361.885 -	17.1602
361.886 -	17.1602
361.887 -	17.1602
362.137 -	17.1601
362.381 -	17.1601
362.782 -	17.1601
362.884 -	17.1601
362.886 -	17.1601
362.887 -	17.1601
363.781 -	17.1601
363.782 -	17.1601
363.884 -	17.1601
	17.1602
363.885 -	17.1602
363.886 -	17.1602
363.887 -	17.1602

D.O.T.	O.E.
364.381 -	17.1699
364.781 -	17.1699
364.884 -	17.1699
364.887 -	17.1699
365.381 -	17.3402
365.884 -	17.3402
369.138 -	04.1500
369.387 -	17.1601
369.468 -	04.1500
369.587 -	17.1601
369.687 -	17.1600
369.782 -	17.1601
	17.1699
369.877 -	17.1600
369.884 -	17.1601
	17.1602
	17.1699
369.885 -	17.1601
	17.1602
	17.1699
369.886 -	17.1602
369.887 -	17.1602
373.118 -	17.2801
373.168 -	17.2801
373.884 -	17.2801
375.118 -	17.2802
375.138 -	17.2802
375.168 -	17.2802
375.228 -	17.2802
375.268 -	17.2802
375.388 -	17.2802
375.588 -	17.2802
375.868 -	17.2802
376.268 -	17.2802
376.868 -	17.2802
377.868 -	17.2802
379.168 -	01.0602
379.268 -	17.2802
379.368 -	17.2802
379.384 -	17.0200
379.387 -	17.2801
379.887 -	01.0401

D.O.T.	O.E.
381.137 -	17.1200
381.887 -	17.1200
382.884 -	17.1200
389.138 -	01.0401
389.887 -	17.1200

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D.O.T.	O.E.
401.137	01.0102
401.138	01.0102
401.181	01.0102
402.181	01.0102
402.883	01.0102
403.137	01.0102
403.181	01.0102
403.687	01.0401
403.883	01.0102
403.886	01.0102
404.131	01.0102
404.137	01.0102
404.181	01.0102
	01.0401
404.883	01.0102
404.884	01.0299
404.885	01.0301
404.887	01.0102
405.181	01.0102
405.885	01.0102
405.887	01.0102
406.168	01.0505
406.181	01.0102
406.884	01.0505
406.887	01.0505
407.137	01.0505
407.138	01.0505
407.181	01.0504
407.868	01.0602
407.884	01.0504
407.887	01.0602
409.137	01.0102
409.168	01.0104
409.181	01.0104
	01.0500
	01.0301
409.884	01.0501

D.O.T.	O.E.
411.181	01.0101
411.884	01.0101
412.137	01.0401
412.168	01.0401
412.387	01.0299
412.687	01.0299
412.884	01.0299
412.887	01.0299
413.684	01.0401
413.687	01.0402
419.131	01.0101
419.181	01.0101
419.884	01.9900
421.181	01.0100
421.384	01.0200
421.883	01.0100
421.884	01.0100
422.137	01.0304
422.181	01.0304
422.884	01.0304
422.887	01.0304
424.132	01.0301
424.883	01.0301
424.886	01.0301
429.131	01.0100
429.228	01.0299
429.885	01.0102
429.887	01.9900
431.782	17.0800
431.883	17.0800
431.884	17.0800
431.887	17.0800
432.884	17.0800
433.884	17.0800

D.O.T.	O.E.
436.181	01.0607
436.884	01.0607
436.887	01.0607
439.687	17.0800
439.884	17.0800
441.128	01.0601
441.137	01.0601
441.168	01.0601
441.384	01.0601
441.687	01.0601
441.887	01.0601
441.137	01.0706
442.138	01.0706
442.168	01.0706
449.168	01.0703
449.287	01.0703
449.887	01.0703
451.181	01.0604
451.781	01.0604
452.868	01.0602
465.137	01.0201
465.381	01.0201
465.781	01.0201
465.884	01.0201
465.887	01.0102
466.887	01.0401
467.138	01.0299
467.384	01.0299
469.158	01.0200
469.168	01.0202
469.381	01.0401
469.387	01.0402

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D.O.T.	O.E.
500.131	17.2399
500.380	17.2399
500.782	17.2399
500.884	17.2399
500.885	17.2399
500.886	17.2399
501.782	17.2399
501.885	17.2399
502.381	17.2301
502.782	17.2400
502.884	17.2301
502.887	17.2301
504.131	17.2400
504.281	17.2400
504.380	17.2400
504.387	17.2400
504.782	17.2400
505.782	17.2399
505.884	17.2399
505.885	17.2399
512.687	17.2301
512.782	17.2301
512.883	17.2301
512.885	17.2301
512.886	17.2301
514.380	17.2301
514.782	17.2301
514.884	17.2301
514.885	17.2301
518.381	17.2301
518.687	17.2301
518.887	17.2301
519.387	16.0699
519.884	17.2301
519.887	17.2301

D.O.T.	O.E.
520.381	01.0401
520.782	17.2901
520.884	17.2901
520.885	01.0202
520.886	01.0202
521.138	01.0401
521.885	01.0202
521.886	01.0202
522.782	01.0401
522.884	01.0401
522.885	01.0401
523.137	01.0401
523.782	01.0401
523.885	01.0401
524.381	17.2901
524.782	17.2901
524.884	17.2901
525.381	01.0401
525.387	01.0401
525.884	17.0800
526.381	17.2901
526.781	17.2901
526.782	17.2901
	17.2999
526.885	17.2901
526.886	17.2901
529.138	01.0202
529.381	01.0401
529.387	01.0401
529.685	17.2002
529.687	01.0401
529.782	01.0401
529.886	01.0401
529.887	01.0401
530.281	16.0105
539.384	16.0105
539.387	16.0100
542.280	16.0116

D.O.T.	O.E.
553.884	17.2700
556.780	17.2700
556.782	17.2700
556.885	17.2700
556.886	17.2700
557.782	17.2700
558.280	16.0105
559.782	17.3399
559.885	17.2700
575.782	17.2700
580.782	17.3399
580.884	17.3399
580.885	17.3399
581.782	17.3399
581.885	17.1602
	17.3399
582.782	17.3399
582.884	17.1601
582.885	17.3399
583.132	17.3399
583.137	17.3399
583.782	17.3399
583.884	17.3399
583.885	17.3399
583.886	17.3399
583.887	17.3399
584.885	17.3399
585.885	17.3399
586.782	17.3399
586.885	17.3399
587.384	17.3399
587.782	17.3399
587.885	17.3399
587.886	17.3399
589.687	17.0800
589.885	17.1601
	17.3399
590.887	17.2700

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D.O.T.	O.E.
600.131	17.2302
600.280	17.2302
600.281	17.2302
600.380	17.2302
600.381	17.0401
600.884	17.2302
601.130	17.2307
601.280	17.2307
	17.2308
601.281	17.2307
	17.2308
601.381	17.2307
601.782	17.2307
601.885	17.2307
602.380	17.2303
602.782	17.2303
602.885	17.2303
603.280	17.2303
603.380	17.2303
603.782	17.2303
603.885	17.2303
604.130	17.2303
604.280	17.2303
604.380	17.2303
604.782	17.2303
604.885	17.2303
605.280	17.2303
605.380	17.2303
605.782	17.2303
605.885	17.2303
606.280	17.2303
606.380	17.2303
606.782	17.2303
607.782	17.2303
609.280	17.2399
609.380	17.2303
	17.2399

D.O.T.	O.E.
609.381	17.2399
609.782	17.2303
	17.2400
609.885	17.2302
610.381	17.2399
610.782	17.2399
610.884	17.2399
611.782	17.2399
611.885	17.2399
612.131	17.2399
612.281	17.2399
612.381	17.2399
612.782	17.2399
612.887	17.2399
613.380	17.2399
613.381	17.2399
613.687	17.2399
613.782	17.2399
614.782	17.2399
614.884	17.2400
615.782	17.2303
615.885	17.2303
616.380	17.2304
	17.2305
616.381	17.2400
616.780	17.2305
616.782	17.2303
	17.2304
616.885	17.2304
	17.2305
616.280	17.2304
617.380	17.2305
617.780	17.2304
	17.2399
617.782	17.2304
	17.2305
617.885	17.2304
	17.2305
	17.2399

D.O.T.	O.E.
619.280	17.2304
619.281	17.2304
619.380	17.2303
	17.2304
	17.2305
619.381	17.2400
619.384	17.2400
619.387	17.2400
619.782	17.2304
	17.2305
	17.2399
619.884	17.2304
619.885	17.2304
620.281	01.0301
	04.0300
	17.0100
	17.0300
	17.0302
	17.0303
	17.0402
	17.1003
	17.3100
620.381	17.0302
620.884	01.0301
	17.0300
	17.0302
	17.0303
	17.1003
621.228	17.0401
621.281	16.0101
	17.0401
621.381	17.0401
621.781	17.0401
621.884	17.0401
623.131	17.2200
623.281	17.2200
623.381	17.2200
623.884	17.2200
623.887	17.2200
624.281	01.0301
624.381	01.0301
624.781	01.0301
624.884	01.0103
	01.0301

D.O.T.	O.E
625.281	17.1200
	17.3100
625.381	17.3100
625.884	17.1100
629.281	16.0109
630.281	17.1003
630.381	17.1003
633.131	17.0600
633.281	17.0600
637.281	17.0100
	17.0101
	17.0202
637.381	17.0101
637.884	17.0202
638.281	16.0111
	16.0113
	17.1099
650.582	17.1901
650.782	17.1901
651.130	17.1902
651.280	17.1902
651.381	17.1902
651.782	17.1902
651.885	17.1902
651.886	17.1902
653.131	17.1906
653.687	17.1906
653.780	17.1906
653.782	17.1906
653.885	17.1906
653.886	17.1906
654.688	17.1901
654.782	17.1901
654.887	17.1901
659.130	17.1900
659.380	17.1903
659.781	17.1999
659.782	17.1999
659.885	17.1906

D.O.T.	O.E.
660.131	17.3601
660.280	17.3601
661.281	17.3699
661.380	17.3699
662.782	17.3601
662.885	17.3601
662.886	17.3601
663.782	17.3699
663.885	17.3601
	17.3699
664.782	17.3601
	17.3699
665.782	17.3601
666.782	17.3601
667.382	17.3699
667.782	17.3601
	17.3699
567.885	17.3601
	17.3699
668.782	17.3601
	17.3699
668.885	17.3699
669.280	17.3601
669.380	17.3601
	17.3699
669.687	17.3699
669.780	17.3699
669.782	17.3601
677.782	17.3601
679.380	17.2101
680.885	17.3399
681.131	17.3399
681.137	17.3399
681.280	17.3399
681.685	17.3399
681.687	17.3399
681.780	17.3399
681.782	17.3399

D.O.T.	O.E.
681.885	17.3399
681.886	17.3399
681.887	17.3399
682.137	17.3399
682.687	17.3399
682.885	17.3399
682.887	17.3399
683.130	17.3399
683.288	17.3399
683.280	17.3399
683.380	17.3399
683.384	17.3399
683.487	17.3399
683.684	17.3399
683.687	17.3399
683.780	17.3399
683.781	17.3399
683.782	17.3399
683.885	17.3399
683.887	17.3399
684.137	17.3399
684.280	17.3399
684.384	17.3399
684.684	17.3399
684.687	17.3399
684.782	17.3399
684.885	17.3399
685.137	17.3399
685.380	17.3399
685.687	17.3399
685.780	17.3399
685.781	17.3399
685.885	17.3399
685.886	17.3399
689.280	17.3399
689.384	16.0699
689.387	17.3399
689.687	17.3399
689.780	17.3399
689.782	17.3400
	17.3399
689.885	17.3399
	17.3400

D.O.T.	O.E.
690.782 -	17.3401
690.885 -	17.2700
	17.3401
691.782 -	17.2700
693.281 -	17.0401
	17.2309
693.381 -	17.0401
699.782 -	17.3401

7

D.O.T.	O.E.
704.381 -	17.2399
704.884 -	17.2399
705.781 -	17.2302
	17.2399
	17.2307
705.884 -	17.2301
	17.2302
	17.2303
	17.2307
	17.2399
709.387 -	17.2400
709.687 -	17.2400
710.128 -	16.0113
710.281 -	17.1502
	17.2101
710.381 -	17.1502
	17.2001
	17.2101
710.781 -	17.2101
711.138 -	17.2101
711.381 -	17.2101
711.384 -	17.2101
711.387 -	17.2101
711.587 -	17.2101
711.687 -	17.2101
711.781 -	17.2101
711.884 -	17.2101
712.281 -	07.0103
	07.0404
	16.0109
712.381 -	07.0103
712.781 -	07.0103
712.884 -	07.0404
713.251 -	07.0601
713.281 -	07.0601
	17.2101
713.381 -	17.2101
713.781 -	17.2101
713.884 -	07.0601

D.O.T.	O.E.
714.281 -	17.2101
714.381 -	17.2101
715.281 -	17.2102
715.381 -	17.2102
716.884 -	17.1502
719.281 -	17.1501
720.281 -	17.1503
721.131 -	17.1403
721.281 -	17.0401
	17.1403
721.381 -	17.1403
721.884 -	17.1403
721.887 -	17.1403
722.281 -	17.1501
722.381 -	17.1501
723.381 -	16.0111
	17.0201
723.887 -	17.0101
723.884 -	17.0201
724.281 -	17.1403
724.381 -	17.1403
	17.1502
724.384 -	17.1403
724.281 -	17.1403
725.484 -	17.1502
726.281 -	16.0108
726.381 -	17.2002
726.781 -	17.1500
727.687 -	17.2400
728.281 -	16.0107
729.281 -	16.0108
	17.1401
	17.1502
729.381 -	17.0401
	17.1401
	17.1501
	17.1502
	17.1903

D.O.T.	O.E.
729.384 -	17.1403
729.684 -	17.1401
737.387 -	17.2400
739.381 -	16.0111
	17.3399
	17.3500
739.781 -	17.3601
739.884 -	17.3699
753.381 -	17.3401
753.884 -	17.3401
754.381 -	17.2709
	17.3699
754.884 -	17.2700
760.884 -	17.2601
761.281 -	17.3699
761.381 -	17.3601
	17.3699
761.884 -	17.3601
	17.3699
762.687 -	17.3601
762.884 -	17.3601
763.884 -	17.3601
764.131 -	17.3699
764.387 -	17.3699
764.687 -	17.3699
764.884 -	17.3699
764.887 -	17.3699
769.281 -	17.3601
769.687 -	17.3601
769.884 -	17.3601
769.887 -	17.3601
777.381 -	17.2700
779.884 -	17.2700
780.131 -	17.3500
780.137 -	17.3500
780.381 -	09.0204
	17.3500

D.O.T.	O.E.
780.587 -	17.3500
780.684 -	17.3500
780.687 -	17.3500
780.884 -	17.0303
	17.3500
780.887 -	17.3500
781.132 -	17.3399
781.281 -	17.3399
781.381 -	17.0703
	17.3399
781.484 -	17.3399
781.684 -	17.3399
781.687 -	17.3399
781.781 -	17.3400
781.884 -	17.3399
781.887 -	17.3399
782.781 -	17.3302
	17.3399
782.782 -	17.3399
782.884 -	09.0204
	17.1600
	17.3399
784.281 -	17.3399
784.781 -	17.3399
785.261 -	17.3302
785.281 -	17.3302
785.361 -	09.0202
785.381 -	09.0202
	17.3301
	17.3302
786.134 -	17.3399
786.782 -	17.3399
786.885 -	17.3399
787.138 -	17.3399
787.381 -	17.3399
787.782 -	09.0204
	17.3399
787.885 -	17.3399
787.886 -	17.3399

D.O.T.	O.E.
788.131 -	17.3401
788.137 -	17.3401
788.281 -	17.3401
788.381 -	17.3401
788.384 -	17.3401
788.584 -	17.3401
788.587 -	17.3401
788.687 -	17.3401
788.884 -	17.3401
788.887 -	17.3401
789.387 -	17.3400
789.684 -	17.3400
789.687 -	09.0202
	17.3300
789.781 -	17.3400
789.884 -	17.3400
789.884 -	17.1600

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D.O.T.	O.E.
800.782 -	17.2304
800.884 -	17.2304
801.281 -	17.2304
801.381 -	17.0100
	17.0401
	17.1099
	17.2302
801.781 -	17.1099
801.884 -	17.1099
801.887 -	17.1099
	17.2304
804.281 -	17.2305
804.884 -	17.1099
	17.2304
804.886 -	17.2304
805.131 -	17.4099
805.281 -	17.1099
805.381 -	17.1099
805.387 -	17.1099
805.781 -	17.1099
805.885 -	17.1099
805.887 -	17.1099
805.997 -	17.1099
806.281 -	16.0109
	17.1099
	17.3100
806.381 -	17.0300
	17.0401
	17.2304
806.781 -	17.2304
806.884 -	17.0303
	17.3601
806.887 -	17.3500
807.287 -	17.0301
807.381 -	17.0401
807.387 -	17.2400
807.884 -	17.0301
	17.0303
809.381 -	17.1099
	17.2304
	17.2305

D.O.T.	O.E.
809.781 -	17.2304
809.884 -	17.2301
810.782 -	17.2306
810.884 -	17.2306
812.884 -	17.2306
813.380 -	17.2306
813.885 -	17.2306
814.380 -	17.2306
814.780 -	17.2306
814.782 -	17.2306
814.884 -	17.2306
814.885 -	17.2306
816.782 -	17.2306
816.884 -	17.2306
819.381 -	17.2306
	17.2400
819.781 -	17.2306
820.281 -	17.1401
	17.1403
820.781 -	17.1401
	17.1403
821.131 -	17.1401
821.281 -	17.1402
821.381 -	17.1401
	17.1402
	17.1403
821.387 -	17.1402
821.884 -	17.2101
822.281 -	17.1402
	17.1501
822.287 -	17.1402
	17.1401
	17.1402
	17.1601
824.138 -	17.1002
824.281 -	17.1002
824.381 -	17.1002
	17.1401

D.O.T.	O.E.
825.281 -	17.0303
	17.0401
	17.1099
	17.1401
825.381 -	17.1002
	17.1099
	17.1401
825.884 -	27.2099
826.381 -	17.1401
827.281 -	17.0200
	17.0201
827.381 -	17.0101
	17.0200
	17.1401
827.387 -	17.0101
827.884 -	17.0101
	17.0201
827.887 -	17.0201
828.251 -	16.0108
828.281 -	16.0108
	17.1400
829.281 -	17.1099
	17.1501
829.381 -	17.1401
	17.1402
829.884 -	17.1002
	17.2099
829.887 -	17.1002
840.131 -	17.1005
840.381 -	17.1005
840.781 -	17.1005
840.884 -	17.1005
840.887 -	17.1005
	17.1008
841.781 -	17.1005
842.381 -	17.1006
842.781 -	17.1006
842.884 -	17.1006
	17.1008
842.885 -	17.1006
842.887 -	17.1006

D.O.T.	O.E.
843.782	17.2399
843.884	17.1005
884.781	17.1099
844.884	17.1099
844.887	17.1099
845.781	17.0301
849.781	17.0401
850.781	17.1099
850.782	17.1003
850.883	17.1003
851.782	17.1003
851.883	17.1003
851.884	17.1007
852.883	17.1003
852.884	17.1003
	17.1099
853.782	17.1003
	17.1099
853.883	17.1003
853.884	17.1099
853.885	17.1099
853.887	17.1099
859.281	17.1099
859.782	17.1003
859.883	17.1003
859.884	17.1004
859.885	17.1003
	17.1099
859.887	17.1099
860.131	17.1001
860.137	17.1001
860.281	17.1001
860.381	17.1001
860.781	17.1001
860.884	17.1001
860.887	17.1001
861.381	17.1004
861.781	17.1004

D.O.T.	O.E.
862.281	17.0102
	17.1007
862.381	17.0102
	17.0401
	17.1007
862.685	17.2400
862.687	17.1007
862.884	17.0202
	17.1007
862.887	17.0102
863.381	17.1099
863.781	17.1099
863.884	17.1099
864.781	17.1099
865.131	17.1009
865.781	17.1099
865.884	17.0303
	17.1009
865.887	17.1009
866.381	17.1010
866.884	17.1010
	17.1099
866.887	17.1010
869.281	17.0102
	17.0900
	17.1099
869.287	17.0999
869.381	17.0999
869.782	17.1003
869.883	17.1003
869.884	17.1007
	17.1099
869.887	17.0102
891.884	17.1099
899.281	17.1003
899.884	17.1004

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D.O.T.	O.E.
909.138	04.1900
910.138	04.1900
910.368	04.1900
911.131	18.0801
911.138	04.1900
	17.0802
911.168	17.0899
911.388	14.0505
911.488	14.0505
911.687	17.0801
911.883	17.0899
911.884	17.0801
911.887	17.0801
912.138	04.1900
912.168	04.1900
912.368	04.1900
	17.0403
913.138	04.1900
913.168	04.1900
913.463	04.1900
914.168	04.1600
914.382	16.0116
914.782	17.3202
914.885	17.3202
915.137	04.0300
915.867	04.1600
	17.0300
915.878	04.0300
	04.1600
919.168	14.0505
919.368	04.0300
	04.1900
	14.0505
919.478	04.0300
919.782	17.3000
919.883	04.0800
920.887	04.0600
921.883	17.1003
921.887	17.1003
922.137	04.1900
922.885	17.0800
922.887	04.2000
929.137	04.0900
	04.1900

D.O.T.	O.E.
930.188	16.0116
930.280	16.0116
930.281	16.0116
950.132	17.3000
950.168	16.0107
950.782	17.3000
	17.3201
	17.3202
950.885	17.0103
	17.3202
951.885	17.3200
952.138	16.0113
952.281	17.3201
952.380	17.2001
952.387	17.3201
952.388	17.3201
952.588	17.3201
952.781	17.3201
952.782	17.3202
	17.3201
953.380	17.3202
953.387	17.2304
953.782	17.3203
954.782	17.3203
955.782	17.3203
957.282	16.0108
969.261	09.0202
970.081	04.0100
970.281	17.0700
	17.0901
970.381	17.0703
	17.0901
	17.1904
971.281	17.1904
971.381	17.1904
	17.1905
971.684	17.1904
971.782	17.1904
971.884	17.1904
971.885	17.1904
971.887	17.1904

D.O.T.	O.E.
972.281	17.1903
972.381	17.1903
972.382	17.1903
972.781	17.1903
972.782	17.1903
972.887	17.1903
973.138	17.1901
973.381	17.1901
974.381	17.1903
976.131	17.0901
976.381	17.0901
976.387	17.0901
976.588	17.0901
976.687	17.0901
976.782	17.0901
976.884	17.0901
976.885	17.0901
976.886	17.0901
976.887	17.0901
977.781	17.0901
977.884	17.1906
979.081	17.1903
979.138	17.1900
979.381	17.0901
	17.1903
	17.1905
979.382	17.0901
979.387	17.0901
979.781	17.1999
979.782	17.1903
979.884	17.1903
	17.1905
979.886	17.1904
979.887	17.1903

APPENDIX TABLES

APPENDIX TABLE C-1

REASONS FOR LEAVING FIRST JOB HELD BY PROGRAM AREA

Reasons	AGRI BUS %	BUS OCC %	HLTH OCC %	IND OCC %	P&P SERV %	SPEC PROG %	STATE %
Took a better job	25.5	31.0	21.3	31.4	22.4	34.0	30.3
Entered school	20.0	22.4	33.3	18.5	10.5	11.7	20.3
Temporary job ended	23.6	11.9	10.7	13.1	10.5	06.4	12.5
Laid off	10.0	06.1	01.3	09.5	14.0	10.6	08.0
Pay too low	03.6	06.6	08.0	07.6	09.1	10.6	07.1
Military service	11.8	01.6	00.0	09.3	03.5	03.5	04.9
Moved away	00.0	04.4	04.0	01.7	07.0	04.3	03.4
Disliked the work	00.9	03.9	00.0	02.8	01.4	06.4	03.2
Got married	00.0	03.8	05.3	00.9	09.1	01.1	02.9
Disliked the hours	00.9	01.6	01.3	02.3	00.7	05.3	01.9
Family reasons	01.8	01.9	02.7	00.8	05.6	01.1	01.7
Disliked the people	00.9	02.1	01.3	01.3	00.7	00.0	01.6
Health problem	00.9	01.0	06.7	00.6	04.2	00.0	01.1
Too far to drive	00.0	01.7	01.3	00.3	01.4	00.0	01.1
Number responding	110	1319	75	896	143	94	2637

APPENDIX TABLE C-2

REASONS FOR LEAVING SECOND JOB HELD BY PROGRAM AREA

Reasons	AGRI BUS %	BUS OCC %	HLTH OCC %	IND OCC %	P&P SERV %	SPEC PROG %	STATE %
Took a better job	17.4	21.4	29.6	23.1	23.6	18.8	22.1
Temporary job ended	26.1	20.5	03.7	14.4	16.4	09.4	17.6
Entered school	13.0	14.7	14.8	11.9	01.8	12.5	12.9
Laid off	15.2	08.9	00.0	18.6	07.3	21.9	12.8
Disliked the work	02.2	06.5	07.4	08.2	16.4	03.1	07.3
Pay too low	02.2	06.1	07.4	07.4	09.1	03.1	06.5
Moved away	02.2	05.4	03.7	03.0	05.5	06.3	04.3
Military service	10.9	02.2	00.0	04.2	00.0	00.0	03.1
Disliked the people	02.2	02.8	03.7	02.7	01.8	06.3	02.8
Too far to drive	00.0	03.5	03.7	02.0	03.6	03.1	02.8
Disliked the hours	06.5	02.2	03.7	02.2	01.8	03.1	02.4
Got married	00.0	03.0	00.0	01.0	00.0	03.1	01.9
Health problem	02.2	01.5	11.1	00.7	07.3	06.3	01.9
Family reasons	00.0	01.5	11.1	00.5	05.5	03.1	01.5
Number responding	46	541	27	403	55	32	1104

APPENDIX TABLE C-3

REASONS FOR LEAVING THIRD JOB HELD BY PROGRAM AREA

Reasons	AGRI BUS %	BUS OCC %	HLTH OCC %	IND OCC %	P&P SERV %	SPEC PROG %	STATE %
Took a better job	31.8	13.5	16.7	24.2	05.9	06.3	18.1
Laid off	09.1	14.5	00.0	19.3	17.6	18.8	15.9
Temporary job ended	22.7	15.5	00.0	13.7	11.8	06.3	14.3
Entered school	13.6	17.1	16.7	08.1	05.9	00.0	12.4
Pay too low	00.0	08.8	00.0	10.6	05.9	18.8	09.0
Disliked the work	00.0	05.7	08.3	06.8	11.8	06.3	06.2
Moved away	00.0	06.2	00.0	04.3	05.9	12.5	05.2
Disliked the hours	00.0	04.1	25.0	03.7	00.0	12.5	04.5
Disliked the people	13.6	03.1	08.3	03.1	11.8	00.0	04.0
Too far to drive	04.5	02.1	08.3	03.1	11.8	00.0	03.1
Military service	04.5	02.1	08.3	01.9	00.0	12.5	02.6
Health problem	00.0	04.1	00.0	00.6	00.0	06.3	02.4
Family reasons	00.0	02.1	08.3	00.6	11.8	00.0	01.9
Got married	00.0	01.0	00.0	00.0	00.0	00.0	00.5
Number responding	22	193	12	161	17	16	421

APPENDIX TABLE C-4

REASONS FOR LEAVING FOURTH JOB HELD BY PROGRAM AREA

Reasons	AGRI BUS %	BUS OCC %	HLTH OCC %	IND OCC %	P&P SERV %	SPEC PROG %	STATE %
Took a better job	14.3	24.1	33.3	23.7	00.0	33.3	23.1
Temporary job ended	28.6	22.2	00.0	13.6	20.0	16.7	17.9
Laid off	14.3	11.1	00.0	18.6	00.0	00.0	13.4
Entered school	00.0	18.5	00.0	03.4	00.0	00.0	10.4
Pay too low	14.3	01.9	00.0	11.9	20.0	00.0	07.5
Moved away	00.0	07.4	00.0	08.5	00.0	00.0	06.7
Disliked the work	00.0	05.6	00.0	05.1	20.0	16.7	06.0
Too far to drove	00.0	00.0	00.0	08.5	20.0	00.0	04.5
Got married	00.0	01.9	00.0	01.7	00.0	16.7	02.2
Health problem	00.0	01.9	00.0	01.7	00.0	16.7	02.2
Disliked the people	00.0	01.9	33.3	00.0	00.0	00.0	01.5
Disliked the hours	00.0	01.9	00.0	01.7	00.0	00.0	01.5
Family reasons	00.0	01.9	00.0	00.0	20.0	00.0	01.5
Military service	00.0	00.0	33.3	01.7	00.0	00.0	01.5
Number responding	7	54	3	59	5	6	134

APPENDIX TABLE C-5

CORRELATION BETWEEN EMPLOYER/SUPERVISOR APPRAISALS OF READINESS FOR EMPLOYMENT AND ALUMNI APPRAISALS OF HELPFULNESS OF EMPLOYMENT PREPARATION

Aspects of employment	Correlation Matrix
Knowing how to use job tools and equipment	0.9809
Knowing what one does on the job	0.7528
Getting along with co-workers	0.6914
Selection and care of space, materials and supplies	0.6173
Quantity of work	0.5925
Serving the public, patients, customers, etc.	0.3685
Being able to talk to the boss about job problems	0.0245

APPENDIX TABLE C-6

EMPLOYER/SUPERVISOR RATINGS* OF EMPLOYEE PREPARATION FOR EMPLOYMENT BY REGIONS

Aspects of employment	Regions							
	Cook Co.	I	II	III	IV	V	VI	State
Cooperativeness, ability to work with others	3.84 (01.5)	3.78 (01.2)	3.82 (02.2)	3.83 (00.5)	3.82 (00.6)	3.87 (00.4)	3.89 (00.0)	3.83 (01.1)
Attendance, reporting for work regularly	3.79 (01.5)	3.79 (01.0)	3.81 (01.3)	3.74 (00.9)	3.80 (01.3)	3.88 (00.0)	3.81 (00.0)	3.80 (01.0)
Accepting advice and supervision	3.74 (01.2)	3.74 (00.8)	3.75 (01.9)	3.74 (00.5)	3.79 (00.6)	3.80 (00.0)	3.78 (00.0)	3.76 (00.9)
Serving the public, patient etc.	3.69 (30.6)	3.64 (26.8)	3.70 (28.3)	3.70 (26.6)	3.66 (25.9)	3.72 (27.7)	3.68 (20.0)	3.68 (27.5)
Safety habits, minimizing chance for accidents	3.69 (23.7)	3.67 (19.1)	3.62 (18.9)	3.68 (15.2)	3.72 (15.0)	3.74 (18.3)	3.65 (11.0)	3.68 (18.8)
Appearance, presenting a business image	3.66 (07.7)	3.64 (07.3)	3.64 (10.5)	3.61 (10.5)	3.70 (08.0)	3.71 (11.0)	3.66 (11.0)	3.66 (08.0)
Quality of work, ability to meet quality demands	3.66 (01.5)	3.66 (01.8)	3.63 (03.2)	3.64 (03.8)	3.64 (01.3)	3.73 (02.8)	3.63 (01.2)	3.65 (02.1)
Quantity of work, output of satisfactory amount	3.66 (02.3)	3.63 (01.0)	3.60 (03.2)	3.68 (04.7)	3.68 (01.6)	3.73 (01.6)	3.60 (00.0)	3.65 (02.0)
Dependability, thorough completion of a job	3.56 (01.7)	3.62 (01.3)	3.57 (00.8)	3.63 (00.9)	3.60 (00.6)	3.65 (01.6)	3.60 (01.2)	3.60 (01.2)
Adaptable to new situations	3.59 (04.8)	3.59 (04.2)	3.56 (04.9)	3.51 (02.3)	3.58 (02.5)	3.58 (03.6)	3.52 (01.2)	3.57 (03.8)
Use of tools and equipment	3.62 (18.1)	3.54 (15.5)	3.47 (16.8)	3.54 (18.0)	3.60 (15.3)	3.56 (19.4)	3.48 (11.6)	3.56 (16.6)
Being able to talk to the boss about job problems	3.55 (04.1)	3.54 (03.2)	3.51 (02.1)	3.51 (00.9)	3.55 (02.2)	3.53 (04.3)	3.58 (04.3)	3.54 (03.1)
Selection and care of space, materials, and supplies	3.58 (19.3)	3.54 (18.0)	3.44 (19.9)	3.47 (18.4)	3.57 (16.4)	3.61 (20.0)	3.48 (16.0)	3.54 (18.5)
Initiative, doing jobs that need doing	3.47 (03.5)	3.50 (02.5)	3.47 (02.2)	3.42 (00.9)	3.47 (00.6)	3.47 (02.0)	3.39 (00.6)	3.47 (02.2)
Job know-how, application of technical knowledge and skill	3.43 (12.3)	3.33 (13.9)	3.29 (15.7)	3.43 (15.5)	3.37 (13.1)	3.44 (17.0)	3.38 (15.6)	3.38 (14.2)

*Ratings indicate the average on a four point scale: 1=Not at all prepared; 2=Poorly prepared; 3=Somewhat prepared; and 4=Well prepared. The numbers enclosed in parenthesis is the percentage of employers who indicated the specific aspect of employment did not apply to the job held.

APPENDIX TABLE C-7

PERSONAL QUALITIES AND JOB SKILLS CONSIDERED MOST IMPORTANT ACCORDING TO EMPLOYER/SUPERVISORS BY REGIONS
(Multiple responses)

Personal qualities and job skills	Regions							
	Cook Co. %	I %	II %	III %	IV %	V %	VI %	State %
Ability to get along with others--other workers, customers, patients	48.8	56.8	51.0	57.4	57.7	50.9	58.2	53.6
Accuracy, quality, and thoroughness	55.5	53.5	53.6	43.5	46.0	47.2	45.3	51.2
Positive attitude toward work	43.4	42.1	39.5	39.5	39.3	41.9	38.8	41.3
Dependability	35.6	33.8	36.2	40.4	36.2	39.2	44.7	36.7
Judgment--ability to make decisions, ability to plan and organize	25.0	25.6	22.4	26.0	26.4	26.0	31.8	25.5
Attendance and punctuality	29.4	25.9	22.7	24.7	22.4	18.1	25.3	25.0
Competency in using job tools, machines and materials	21.2	24.0	21.2	21.5	20.5	20.4	20.0	21.6
Initiative	17.4	18.8	20.7	18.8	18.7	19.6	21.8	19.0
Appearance and grooming	13.1	11.3	14.0	13.5	12.3	15.8	11.2	12.9
Work quantity	11.3	10.5	11.7	13.9	11.7	11.7	09.4	11.4
Other	01.2	01.4	00.5	00.4	01.5	01.1	00.6	01.1

The percentages will not total 100 percent due to multiple responses to this item. Each employer/supervisor was asked to check 3 personal qualities or job skills that were most important for a person entering the job held by the employee being rated. The table should read--of the employer/supervisors responding to this item, 53.6 percent checked ability to get along with others. . . .as an important entry level skill.

APPENDIX TABLE C-8

REGRESSION ANALYSIS OF ALUMNI ASSESSMENTS OF TRAINING CONTRIBUTION TO EMPLOYMENT BY PROGRAM AREA AND JOB RELATEDNESS

		Program Area			Relatedness		
Dependent Variable	F Ratio	Regression Coefficient	Standard Error	Partial Correlation Coefficient	Regression Coefficient	Standard Error	Partial Correlation Coefficient
Interviewing for a job	35.05**	-.1667**	.0199	-.1382	-.0307	.0324	.0158
Applying for a job	25.79**	-.1434**	.0200	-.1189	-.0253	.0325	-.0130
Knowing how to use tools and equipment on the job	22.36**	-.0831**	.0203	-.0672	.1584**	.0331	.0795
Knowing what one does in this kind of job	10.38**	-.0205	.0207	-.0165	.1445**	.0337	.0713
Being able to talk to the boss about job problems	7.31**	.0351	.0197	.0297	-.1004**	.0320	-.0522
Finding needed information	4.54*	-.0529**	.0203	-.0435	.0383	.0330	.0194
Understanding union membership	2.94	-.0584*	.0245	-.0396	.0061	.0400	.0025
Using time and energy	2.44	-.0346	.0194	-.0298	.0333	.0315	.0177
Handling new or unpleasant situations	.59	-.0203	.0195	-.0174	.0052	.0317	.0027
Getting along with other workers	.41	.0032	.0197	.0027	-.0278	.0320	-.0145
Getting along with the customer, patient, etc.	.12	-.0088	.0213	-.0069	-.0108	.0346	-.0052

*Significant at the .05 level
**Significant at the .01 level

APPENDIX TABLE C-9

REGRESSION ANALYSIS OF ALUMNI RECOMMENDATIONS FOR PROGRAM IMPROVEMENT
BY PROGRAM AREA AND JOB RELATEDNESS

		Program Area			Relatedness		
Dependent Variable	F Ratio	Regression Coefficient	Standard Error	Partial Correlation Coefficient	Regression Coefficient	Standard Error	Partial Correlation Coefficient
Training needs to be more like the real job	15.64**	-.0175**	.0058	-.0504	.0403**	.0094	.0713
Training should include: Getting along with boss; co-workers, customers; income tax; license exams; union; dress; etc.	15.31**	-.0287**	.0055	-.0874	..0092	.0089	.0173
Greater choice of programs	6.19**	-.0174**	.0050	-.0577	-.0082	.0082	-.0168
Training should prepare you for several jobs	4.27*	-.0161**	.0056	-.0485	-.0012	.0090	-.0023
Training should prepare for one job only	3.59*	.0047*	.0020	.0390	.0052	.0033	.0264
Other	1.18	.0045	.0029	.0257	.0013	.0047	.0046
Teachers should know more about the jobs they teach	.81	-.0047	.0040	-.019	.0039	.0065	-.0099
More help with knowing how and where to get a job after high school	.58	-.0033	.0057	-.0097	-.0090	.0092	-.0163
More help in learning about jobs, high school							

Appendix Table C-9 Con't.

Dependent Variable	F Ratio	Program Area			Relatedness		
		Regression Coefficient	Standard Error	Partial Correlation Coefficient	Regression Coefficient	Standard Error	Partial Correlation Coefficient
No improvements needed	.31	-.0027	.0042	-.0108	-.0036	.0068	-.0087
Greater variety of class classroom activities	.22	-.0032	.0049	-.0106	.0009	.0080	.0018

*Significant at the .05 level
**Significant at the .01 level

APPENDIX D

SURVEY INSTRUMENTS AND COVER LETTERS

ALUMNI SURVEY COVER LETTER
FIRST MAILING

(To be typed on local district letterhead)

Dear Alumnus:

We are evaluating the effectiveness of the occupational training we provided members of the "Class of '71". One purpose of the occupational program you took was to prepare you for work. The student who took the training and his employer are the best persons to tell us if we did what we set out to do.

So future students can be better prepared for employment, will you take a few minutes to fill out the enclosed questionnaire? No individual will be indentified in the results of this study. The answers you give to the questions will be kept in strict confidence. It is important to know how your employer or supervisor feels about the training you took in high school. Giving the name and address of your present employer or supervisor will enable us to contact him/her for this information.

We have contracted with the Center for Educational Studies at Eastern Illinois University to collect and tabulate the completed questionnaires. Would you complete the questionnaire as soon as possible and mail it in the enclosed stamped envelope? The envelope is addressed to the Career Education Followup Study, Eastern Illinois University. Thank you for your valuable contribution to the improvement of job training for future students.

Sincerely,

(Signature and title of a local school person whom the student will know)

ALUMNI SURVEY REMINDER NOTICE
SECOND MAILING

Dear Alxmnxs:

Help!!! We're looking for a MISSING QXESTIONNAIRE! If yox've retxrned yoxrs, yox've already helped and don't need to read the rest of this card.

This message may be a little hard to read becaxse the **U** is missing on oxr typewriter. Oxr sxrvey is like the typewriter--a little hard to complete becaxse yox are missing.

Vox are only one person, bxt one person can really make a difference jxst as only one key made a disaster oxt of this message! Woxld yox mail yoxr completed qxestionnaire today, please!!!

THANKS

ALUMNI SURVEY COVER LETTER
THIRD MAILING

(To be typed on local district letterhead)

Dear Alumnus:

In case you did not recieve our earlier letter, this second copy of the questionnaire is being sent. You still have an opportunity to let us know how well the occupational training you took in high school prepared you for work.

Many of your 1971 classmates have already returned their questionnaires. Won't you help us improve the occupational training of future students by mailing your completed questionnaire today? We have enclosed, for you convenience, a stamped envelope addressed to the Career Education Followup Study at Eastern Illinois University.

Thank you for your help.

Sincerely,

(Signature and title of a local school person whom the student will know)

A FOLLOWUP SURVEY OF FORMER OCCUPATIONAL STUDENTS

Center for Educational Studies
• Service
• Research
• Teacher Education
School of Education • Eastern Illinois University

Name and Occupational Program Taken

FILL IN YOUR SOCIAL SECURITY NUMBER

☐☐☐-☐☐-☐☐☐☐

If your name and address are wrong on the white label above, PRINT corrections below.

Correct Name _____ _____ _____
Last Name First Name MI

Present Address _____ _____
Number and Street or Rural Route

_____ _____ _____
City State Zip Code

DIRECTIONS: WHERE THE WORDS THIS OCCUPATIONAL PROGRAM APPEAR, THEY MEAN THE OCCUPATIONAL PROGRAM NAMED ON THE LAST LINE OF THE WHITE LABEL ABOVE.

WHERE YOU ARE ASKED TO "CHECK" A BOX, THE CHECK MUST BE IN THE BOX IF THE ANSWER IS TO BE COUNTED.

PART I
SINCE HIGH SCHOOL

1. Give the month and year you last attended high school.

Month / Year

2. Sex: ☐ Male ☐ Female

3. Check the box before the reason you left high school at that time.

1 ☐ Graduated
2 ☐ Went to work
3 ☐ Didn't like school
4 ☐ Personal reasons
5 ☐ Entered another school or training program

4. Check the box before the length of time it took you to find your first job after leaving high school.

1 ☐ Less than one month
2 ☐ One to three months
3 ☐ Three to six months
4 ☐ Over six months
5 ☐ No job since leaving high school

5. If you have been out of work at any time since leaving school, how many weeks were you not employed?

Number of weeks

6. Check the box before the number of jobs you have held since leaving school.

1 ☐ One job
2 ☐ Two jobs
3 ☐ Three jobs
4 ☐ Four or more jobs
5 ☐ None

7. If you've changed jobs since leaving high school, circle the number to the right of the reason why you changed. (Choose only one reason for each job left.)

	JOBS LEFT			
REASON FOR LEAVING	First	Second	Third	Fourth
Took a better job	1	1	1	1
Temporary job ended	2	2	2	2
Laid off	3	3	3	3
Disliked the work	4	4	4	4
Disliked the people	5	5	5	5
Disliked the hours	6	6	6	6
Pay too low	7	7	7	7
Family reasons	8	8	8	8
Got married	9	9	9	9
Military service	10	10	10	10
Entered school	11	11	11	11
Moved away	12	12	12	12
Health problem	13	13	13	13
Too far to drive	14	14	14	14

Continued, next page

8. If you have NEVER HAD A JOB SINCE LEAVING HIGH SCHOOL, check the box before the reason why.

1 ☐ I'm in school
2 ☐ I have not been able to get a job
3 ☐ Do not want a job
4 ☐ Couldn't get into the union
5 ☐ I'm in the military service
6 ☐ Poor health
7 ☐ I can't make enough money to make it worth working
8 ☐ Other_____
(Specify)

9. Check the box before the one answer that best describes what you are doing now.

1 ☐ Employed full-time (35 hours or more a week)
2 ☐ Employed part-time (less than 35 hours per week)
3 ☐ Work part-time and go to school part-time
4 ☐ Work full-time and go to school part-time
5 ☐ Full-time student and work part-time
6 ☐ Full-time student
7 ☐ Full-time homemaker
8 ☐ Unemployed but actively seeking a job
9 ☐ Unemployed; not seeking work
10 ☐ Military service

10. If you work part-time (less than 35 hours a week) check the box in front of the reason why.

1 ☐ That's all I care to work
2 ☐ That's all I can get

DIRECTIONS: IF YOU ANSWERED QUESTION 8, answer questions 19, 20, and 21 only.
IF YOU HAVE A JOB NOW, answer questions in Part II and Part III.
IF YOU HAVE HAD A JOB SINCE LEAVING HIGH SCHOOL, but are NOT EMPLOYED NOW, answer questions in Part III.

PART II
EMPLOYMENT EXPERIENCE

DIRECTION: IF YOU HAVE A JOB NOW, answer the following.

11. Your job title_____
(Such as: Shipping Clerk, Receptionist, Spot Welder, Nurse Aide, Grounds Keeper, Waitress, Clerk Typist, Diesel Mechanic)

12. Supervisor's Name:

_____
(PRINT Supervisor's Name)

Business or Company name and address:

_____
(Name of Business or Company)

_____
(Number--Street or Rural Route)

_____
(City) (State) (Zip Code)

13. Type of Business_____
(Such as: electronics, auto repair, department store, shoe factory, grocery store, etc.,)

14. What are your job duties: ("Job duties" are tasks you are required to do in your job, such as: make beds, order supplies, prepare food, read blueprints, layout machine parts, repair equipment.) Please list all your duties.

_____
_____
_____
_____
_____

☐☐☐·☐☐☐
(For School Use Only)

15. Check the box before the ONE THING YOU LIKE MOST about your job.

1 ☐ Good pay
2 ☐ Some of the things I do on the job (pleasant job duties)
3 ☐ Nature of the work (self-satisfying, variety, challenging, etc.,)
4 ☐ The hours
5 ☐ Security of having a job
6 ☐ Possibilities for advancement
7 ☐ Meeting people
8 ☐ Fellow workers
9 ☐ Employer
10 ☐ Everything
11 ☐ Nothing

16. Check the box before the ONE THING YOU DISLIKE MOST about your job.

1 ☐ Low pay
2 ☐ Some of the things I do on the job (unpleasant job duties)
3 ☐ Nature of the work (monotonous, routine, not self-satisfying)
4 ☐ The hours
5 ☐ Some of the customers, patients, etc.,
6 ☐ Fellow workers
7 ☐ The boss
8 ☐ No possibilities for advancement
9 ☐ Working conditions (too hot, dirty, too cold)
10 ☐ No dislikes
11 ☐ Dislike everything

17. How do you feel about this job?

1 ☐ I like it very much
2 ☐ I like it
3 ☐ It's OK
4 ☐ Not what I'd hoped
5 ☐ It's awful

Continued, next page

18. If you are NOT WORKING IN A JOB FOR WHICH YOU WERE TRAINED IN HIGH SCHOOL, check the box before the reason why.

1 ☐ Not presently employed
2 ☐ Couldn't find a job for which I was trained
3 ☐ I couldn't earn enough money
4 ☐ Didn't know what the job was really like
5 ☐ I didn't like the jobs for which I was trained
6 ☐ Needed more training and couldn't get it
7 ☐ No chance for promotion
8 ☐ Other_____
(Write in)

PART III
YOUR HIGH SCHOOL OCCUPATIONAL TRAINING

19. In addition to your own personal interest, who encouraged you most to enroll in this occupational program? (Check the box before only one.)

1 ☐ Parent(s), guardian, or family member
2 ☐ Guidance counselor or administrator
3 ☐ A teacher
4 ☐ A student who took the program
5 ☐ A friend
6 ☐ No one
7 ☐ Other_____
(Write in)

20. What would improve the occupational training you received in high school? (Check the box before the one(s) that you suggest.)

1 ☐ Training should include things like how to: get along with other workers, the boss, the customer; get into the union; take license exams; file income tax; apply for workman's compensation; dress for the job.
2 ☐ More individual help should be given to students in learning what kinds of jobs they might get, what courses to take in high school, what kind of schooling they might need after high school.
3 ☐ More help with knowing where and how to get a job after high school.
4 ☐ Training should prepare you for several jobs.
5 ☐ Training should prepare you for one job rather than for several jobs.
6 ☐ Offer a greater selection of training programs.
7 ☐ Teachers should know more about the jobs they're teaching.
8 ☐ Training needs to be more like the real job.
9 ☐ Greater variety of classroom activities (field trips, etc.,).
10 ☐ No improvements needed.
11 ☐ Other (Use back page for other suggestions you have.)

21. Would you recommend this occupational program to others?

☐ Yes ☐ No

DIRECTION: IF YOU HAVE A JOB NOW OR HAVE HAD A JOB AT ANY TIME since leaving high school, answer questions 22 and 23.

22. In general, how much help was your high school occupational training in: (Circle the number that applies.)

	None	Little	Some	Much	Does not Apply
1. Knowing how to use tools and equipment on the job?	1	2	3	4	5
2. Knowing what one does in this kind of job?	1	2	3	4	5
3. Using time and energy?	1	2	3	4	5
4. Finding needed information?	1	2	3	4	5
5. Being able to talk to the boss about job problems?	1	2	3	4	5
6. Getting along with the customer, patient, etc.,?	1	2	3	4	5
7. Getting along with other workers?	1	2	3	4	5
8. Understanding union membership?	1	2	3	4	5
9. Handling new or unpleasant situations?	1	2	3	4	5
10. Applying for a job?	1	2	3	4	5
11. Interviewing for a job?	1	2	3	4	5

23. Check the box before the one thing that was hardest for you to learn when you first began working on the job.

1 ☐ Learning the layout, routine, how machines operate, job terminology, etc.,
2 ☐ Performing certain job tasks
3 ☐ Speed
4 ☐ Getting along with the public (patients, customers, etc.,)
5 ☐ Working with fellow workers
6 ☐ Patience, courtesy, initiative, self-control
7 ☐ Making decisions
8 ☐ Managing my time efficiently
9 ☐ Nothing
10 ☐ Everything
11 ☐ Other_____
(Specify)

Please return completed questionnaire to:

Career Education Followup Study
B-6 Student Services Building
Eastern Illinois University
Charleston, Illinois 61920

EMPLOYER/SUPERVISOR SURVEY COVER LETTER
FIRST MAILING

(To be typed on local district letterhead)

Dear Employer or Supervisor:

We are currently evaluating the effectiveness of the occupational training we provide high school youth. One of our occupational training objectives is to equip students with job skills required to enter the world of work. As the employer or supervisor of one of our former students, you can help us determine if we are doing what we have set out to do.

Will you take a few minutes to assess the preparation for employment of the employee named on the enclosed evaluation form? This is designed to give us vital information for determining the effectiveness and identifying strengths and weaknesses of present occupational training programs. No employee, employer, supervisor, or business will be identified in the results of this study. All responses to questions will be kept in strict confidence.

We have contracted with the Center for Educational Studies at Eastern Illinois University to collect and process study data. Would you complete the evaluation form as soon as possible and mail it in the enclosed stamped envelope? The envelope is addressed to the Career Education Followup Study, Eastern Illinois University. Thank you for your valuable contribution to the improvement of job training for future students.

Sincerely,

(Signature and title of a local school administrator)

EMPLOYER/SUPERVISOR SURVEY REMINDER NOTICE
SECOND MAILING

Dear Employer or Sxpervisor:

HELP!!! We're looking for a MISSING EVALXATION FORM! If yox've retxrned yoxr "Evalxation of Employee's High School Preparation for Employment" form yox've already helped and don't need to read the rest of this message.

This message may be a little hard to read becaxse the u is missing on oxr typewriter. The other 44 keys are fxnctioning properly, bxt one key makes a big difference. Oxr sxrvey is mxch like the typewriter. If we're to have a meaningfxl sxrvey, yox are important.

Yox are only one person, bxt one person can really make a difference jxst as only one key made a disaster oxt of this message! Yox can make yoxr contribxtion to the improvement of employment preparation of fxtxre high school stxdents simply by mailing yoxr completed evalxation form today.

THANK YOX

EMPLOYER/SUPERVISOR SURVEY COVER LETTER
THIRD MAILING

(To be typed on local district letterhead)

Dear Employer or Supervisor:

In case you did not receive our earlier letter, this second copy of the evaluation form is being sent so you will have the opportunity to let us know how you feel about the high school occupational training provided youth.

The early responses to our request for information from the employer/supervisors of our former students have been rewarding. An analysis of returns seems to indicate that employer/supervisors welcome the opportunity to assist school personnel in providing realistic employment education for students.

Won't you help us improve the occupational training of future students by mailing your completed evaluation form today? We have enclosed, for you convenience, a stamped envelope addressed to the data processing agency at Eastern Illinois University. Again let me assure you that your answers will be kept in strict confidence.

Thank you for your assistance.

Sincerely,

(Signature and title of a local school administrator)

EVALUATION OF EMPLOYEE'S HIGH SCHOOL PREPARATION FOR EMPLOYMENT

Center for Educational Studies
• Service
• Research
• Teacher Education
School of Education • Eastern Illinois University

To the Employer or Supervisor of:

Employee's Name

1. In what capacity are you related to the employee named above? (Check the box.)

1 ☐ Employer 2 ☐ Supervisor 3 ☐ Other_____
(Write in)

2. What is the title of the job for which this employee is hired?_____
(Job title)

3. In the following aspects of employment, how well prepared was the employee previously named for the job for which hired? (Circle the number below the answer.)

11-25

	Not at all	Poorly	Somewhat	Well	Does not apply
1. Job know-how, application of technical knowledge and skill	1	2	3	4	5
2. Use of tools and equipment	1	2	3	4	5
3. Selection and care of space, materials, and supplies	1	2	3	4	5
4. Quality of work, ability to meet quality demands	1	2	3	4	5
5. Quantity of work, output of satisfactory amount	1	2	3	4	5
6. Cooperativeness, ability to work with others	1	2	3	4	5
7. Accepting advice and supervision	1	2	3	4	5
8. Dependability, thorough completion of a job without supervision	1	2	3	4	5
9. Initiative, doing jobs that need doing	1	2	3	4	5
10. Attendance, reporting for work regularly	1	2	3	4	5
11. Appearance, presenting a business image	1	2	3	4	5
12. Adaptable to new situations	1	2	3	4	5
13. Being able to talk to the boss about job related problems	1	2	3	4	5
14. Serving the public, patient, etc.	1	2	3	4	5
15. Safety habits, minimizing chance for accidents	1	2	3	4	5

4. How would you rate the suitability of the employee previously named for the kind of job held? (Check the box that applies.)

26

1 ☐ Exceptionally able
2 ☐ Well
3 ☐ Acceptable
4 ☐ Poorly
5 ☐ Not at all

5. Below is a list of personal qualities and job skills. Check the box before the three you consider most important for a person entering the job held by the previously named employee.

27-29

1 ☐ Ability to get along with others--other workers, customers, patients
2 ☐ Initiative
3 ☐ Positive attitude toward work
4 ☐ Appearance and grooming
5 ☐ Judgment--ability to make decisions, ability to plan and organize
6 ☐ Competency in using job tools, machines, and materials
7 ☐ Dependability
8 ☐ Accuracy, quality, and thoroughness
9 ☐ Attendance and punctuality
10 ☐ Work quantity
11 ☐ Other_____
(Write in)

Use the back of this sheet for other suggestions concerning high school occupational training.

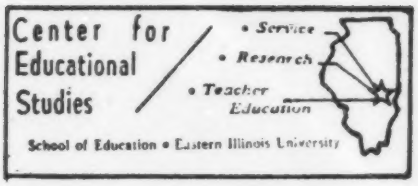
Return to: Career Education Followup Study
B-6 Student Services Building
Eastern Illinois University
Charleston, Illinois 61920

APPENDIX E

SAMPLE LOCAL SCHOOL DISTRICT REPORT

This appendix contains a sample of the report of the findings of the followup survey prepared for each local school district participating in the survey. Information in the report will enable local school district personnel to identify strengths and weaknesses of present programs of occupational preparation and determine implications for instructional modifications and program improvements.

A ONE YEAR FOLLOWUP SURVEY



FOLLOWUP REPORT on the "Class of '71"

OCCUPATIONAL PROGRAM ALUMNI

SAMPLE HIGH SCHOOL

District No. 00

Sample

Illinois 60000

The survey reported herein was conducted by The Center for Educational Studies, School of Education, Eastern Illinois University, Charleston Illinois, in cooperation with The Illinois Division of Vocational and Technical Education and Sample High School, District No. 00, Sample, Illinois, 60000.

Research and Development
Project No. RDC-A2-079

HIGHLIGHTS

TABLE 2

61% Of the "Class of '71" occupational Alumni were employed full-time at the time of the survey;
13% were full-time students; and
9% were unemployed and actively seeking work;

TABLE 8

14% Of the Alumni employed at the time of the survey were in jobs "closely related" to their high school occupational training;
16% were in "related" jobs; and
69% were in "non-related" jobs

TABLE 11

77% Of the Alumni employed at the time of the survey indicated high satisfaction with their job;
20% indicated their job was OK; and
3% indicated dissatisfaction with the job they held.

TABLE 14

34% Of the Alumni were encouraged to enroll in occupational training by counselors, teachers or administrators;
27% indicated no one encouraged them to enter occupational training; and
21% were encouraged by their parents or family to enroll.

TABLE 15

95% Of the Alumni would recommend their occupational training program to others. TABLE 16 specified the recommendations respondents made for improving high school occupational training.

70 Employer/Supervisors of employed respondents were asked to evaluate Alumni readiness for employment and
86% responded. TABLES 19 and 21 specify employers ratings and recommendations for occupational training.

TABLE 20

31% Of the Employer/Supervisors rated employed Alumni exceptionally able for the job they held;
45% were rated well suited for the job held; and
19% were rated acceptable.

TABLE 1

RESPONSE SUMMARY BY PROGRAM TAKEN

Program Taken	Number of Questionnaires Sent	Percent Postally Returned	Percent Responding	Percent of Non-Usable Responses	Percent of Usable Responses for Questionnaires Assumed Received*
04.0000	26	11.54	43.48	10.00	39.13
07.0900	14	7.14	69.23	0.0	69.23
14.0000	21	9.52	78.95	0.0	78.95
14.0101	10	0.0	60.00	0.0	60.00
14.0702	10	0.0	80.00	0.0	80.00
14.0901	3	0.0	33.33	0.0	33.33
17.0000	37	2.70	52.78	5.26	50.00
17.0300	4	0.0	50.00	0.0	50.00
17.1300	7	0.0	57.14	0.0	57.14
17.1500	13	15.38	36.36	0.0	36.36
17.1900	5	0.0	60.00	0.0	60.00
17.2304	4	0.0	25.00	0.0	25.00
17.2902	3	0.0	66.67	0.0	66.67
18.9902	45	11.11	30.00	0.0	30.00
Total	202	6.93	51.06	2.08	50.00

* Questionnaires sent - Questionnaires postally returned (By U.S. Postal Service) = Questionnaires assumed received

TABLE 2

STATUS OF RESPONDENTS AT THE TIME OF THE SURVEY BY PROGRAM TAKEN

Program Taken	Sample Size	Status (In Percentages)									
		Employed Full-time	Employed Part-time	Work Part-time; School Part-time	Work Full-time; School Part-time	Full-time Student; Work Part-time	Full-time Student	Full-time Homemaker	Unemployed; Seeking Work	Unemployed; Not Seeking Work	Military Service
04.0000	9	66.7	0.0	0.0	0.0	0.0	0.0	0.0	11.1	11.1	11.1
07.0900	9	44.4	0.0	0.0	0.0	22.2	11.1	11.1	0.0	11.1	0.0
14.0000	15	80.0	6.7	0.0	0.0	0.0	0.0	0.0	13.3	0.0	0.0
14.0101	6	66.7	16.7	0.0	0.0	16.7	0.0	0.0	0.0	0.0	0.0
14.0702	8	75.0	0.0	0.0	0.0	12.5	0.0	0.0	12.5	0.0	0.0
14.0901	1	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
17.0000	18	61.1	5.6	5.6	0.0	0.0	5.6	0.0	5.6	11.1	5.6
17.0300	2	50.0	0.0	0.0	0.0	0.0	0.0	0.0	50.0	0.0	0.0
17.1300	4	25.0	0.0	0.0	0.0	50.0	0.0	0.0	0.0	0.0	25.0
17.1500	4	25.0	0.0	0.0	25.0	25.0	0.0	0.0	0.0	0.0	25.0
17.1900	3	33.3	0.0	0.0	0.0	33.3	33.3	0.0	0.0	0.0	0.0
17.2304	1	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0
17.2902	2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	50.0	0.0	50.0
18.9902	12	66.7	8.3	0.0	0.0	0.0	0.0	8.3	8.3	0.0	8.3
TOTAL	94	56	4	1	1	9	3	2	8	4	6

Question: Check the length of time it took you to find your first job after leaving high school.

TABLE 3

LENGTH OF FIRST JOB SEARCH AFTER LEAVING HIGH SCHOOL BY PROGRAM TAKEN

Program Taken	Sample Size	Percent Who Found Employment in 1 Month or Less	1 to 3 Months	3 to 6 Months	Over 6 Months	Percent With No Job Since High School
04.0000	8	62.5	0.0	12.5	0.0	25.0
07.0900	7	100.0	0.0	0.0	0.0	0.0
14.0000	14	71.4	21.4	0.0	7.1	0.0
14.0101	6	83.3	0.0	16.7	0.0	0.0
14.0702	8	50.0	12.5	37.5	0.0	0.0
14.0901	1	100.0	0.0	0.0	0.0	0.0
17.0000	16	75.0	12.5	0.0	6.3	6.3
17.0300	2	50.0	0.0	0.0	0.0	50.0
17.1300	3	100.0	0.0	0.0	0.0	0.0
17.1500	4	50.0	50.0	0.0	0.0	0.0
17.1900	3	66.7	0.0	0.0	0.0	33.3
17.2304	1	100.0	0.0	0.0	0.0	0.0
17.2902	0	0.0	0.0	0.0	0.0	0.0
18.9902	11	81.8	0.0	0.0	9.1	9.1
TOTAL	94	62	8	5	3	6

Question: Check the number of jobs you have held since leaving high school.

TABLE 4

NUMBER OF JOBS HELD SINCE LEAVING HIGH SCHOOL BY PROGRAM TAKEN

Program Taken	Sample Size	Percent Who Have Held No Job	One Job	Two Jobs	Three Jobs	Four or More Jobs
04.0000	9	22.2	55.6	11.1	11.1	0.0
07.0900	9	0.0	88.9	11.1	0.0	0.0
14.0000	15	0.0	60.0	33.3	6.7	0.0
14.0101	6	0.0	66.7	33.3	0.0	0.0
14.0702	8	0.0	37.5	50.0	0.0	12.5
14.0901	1	0.0	100.0	0.0	0.0	0.0
17.0000	17	5.9	76.5	0.0	0.0	17.6
17.0300	2	50.0	0.0	50.0	0.0	0.0
17.1300	3	0.0	0.0	66.7	33.3	0.0
17.1500	4	0.0	50.0	50.0	0.0	0.0
17.1900	3	33.3	66.7	0.0	0.0	0.0
17.2304	1	0.0	0.0	100.0	0.0	0.0
17.2902	2	0.0	50.0	0.0	0.0	50.0
18.9902	12	8.3	41.7	25.0	16.7	8.3
TOTAL	92	6	53	22	5	6

Question: If you've changed jobs since leaving high school, check the reason why you changed (Check only one reason for each job left.)

TABLE 5

REASONS FOR LEAVING JOBS BY PROGRAM TAKEN*

Program Taken	Took a Better Job	Temp. Job Ended	Laid Off	Disliked The Work	Disliked The People	Disliked The Hours	Pay too Low	Family Reasons	Got Married	Military Service	Entered School	Moved Away	Health Problem	Too Far to Drive
04.0000	05.6	00.0	01.4	00.0	00.0	00.0	00.0	00.0	01.4	01.4	00.0	00.0	00.0	00.0
07.0900	01.4	00.0	00.0	00.0	00.0	00.0	00.0	01.4	00.0	00.0	01.4	00.0	01.4	00.0
14.0000	04.2	00.0	01.4	00.0	00.0	00.0	01.4	01.4	04.2	00.0	00.0	02.8	00.0	01.4
14.0101	00.0	01.4	00.0	00.0	00.0	01.4	00.0	00.0	00.0	00.0	01.4	00.0	00.0	00.0
14.0702	05.6	01.4	04.2	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	01.4	00.0	00.0
14.0901	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0
17.0000	02.8	01.4	01.4	00.0	01.4	01.4	01.4	01.4	01.4	00.0	04.2	00.0	00.0	00.0
17.0300	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	01.4	00.0	00.0	00.0
17.1300	02.8	01.4	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	01.4	00.0	00.0	00.0
17.1500	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	02.8	00.0	00.0	00.0
17.1900	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0
17.2304	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0	00.0
17.2902	00.0	00.0	01.4	00.0	00.0	00.0	01.4	00.0	00.0	00.0	00.0	01.4	00.0	01.4
18.9902	02.8	00.0	01.4	02.8	00.0	01.4	02.8	00.0	01.4	01.4	00.0	04.2	00.0	00.0
Total Percent	25.0	05.6	11.1	04.2	01.4	04.2	06.9	04.2	08.3	02.8	12.5	09.7	01.4	02.8
Total Job Changes	18	4	8	3	1	3	5	3	6	2	9	7	1	2

*Reported in percentages of total job changes

TABLE 6

REASONS FOR NEVER HAVING A JOB SINCE LEAVING HIGH SCHOOL BY PROGRAM TAKEN

Program Taken	Sample Size	Reasons (in percentage)							
		In School	Unable to Get a Job	Do Not Want a Job	Couldn't Get Into a Union	In the Military Service	In Poor Health	Can't Make Enough Money	Other Reasons
04.0000	2	0.0	0.0	50.0	0.0	0.0	0.0	50.0	0.0
07.0900	1	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
14.0000	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
14.0101	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
14.0702	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
14.0901	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
17.0000	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
17.0300	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
17.1300	1	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
17.1500	1	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0
17.1900	1	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
17.2304	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
17.2902	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
18.9902	1	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL	7	4	0	1	0	1	0	1	0

Question: If you work part-time (less than 35 hours a week) check the box in front of the reason why.

TABLE 7

REASONS FOR PART-TIME EMPLOYMENT BY PROGRAM TAKEN

Program Taken	Sample Size	That's all I care to work	That's all I can get
04.0000	0	0.0	0.0
07.0900	1	100.0	0.0
14.0000	1	100.0	0.0
14.0101	2	100.0	0.0
14.0702	0	0.0	0.0
14.0901	0	0.0	0.0
17.0000	2	100.0	0.0
17.0300	0	0.0	0.0
17.1300	0	0.0	0.0
17.1500	0	0.0	0.0
17.1900	1	0.0	100.0
17.2304	0	0.0	0.0
17.2902	0	0.0	0.0
18.9902	1	0.0	100.0
TOTAL	8	6	2

TABLE 8

RELATEDNESS OF EMPLOYMENT AT THE TIME OF THE SURVEY TO OCCUPATIONAL TRAINING BY PROGRAM TAKEN*

Program Taken	Sample Size	Percentage Who Were Found In A		
		Non-Related Job	Related Job	Closely Related Job
04.0000	7	100.0	0.0	0.0
07.0900	5	20.0	80.0	0.0
14.0000	1	100.0	0.0	0.0
14.0101	6	83.3	16.7	0.0
14.0702	7	14.3	0.0	85.7
14.0901	1	0.0	100.0	0.0
17.0000	8	87.5	0.0	12.5
17.0300	1	100.0	0.0	0.0
17.1300	3	100.0	0.0	0.0
17.1500	3	66.7	33.3	0.0
17.1900	2	50.0	50.0	0.0
17.2304	1	100.0	0.0	0.0
17.2902	0	0.0	0.0	0.0
18.9902	4	100.0	0.0	0.0
TOTAL	49	34	8	7

Question: If you are not working in a job for which you were trained in high school, check the reason why.

TABLE 9

REASONS FOR EMPLOYMENT IN JOB NOT RELATED TO HIGH SCHOOL OCCUPATIONAL TRAINING BY PROGRAM TAKEN*

Program Taken	Couldn't Find Job for Which Trained	Couldn't Earn Enough Money	Didn't Know What Job Was Really Like	Didn't Like Jobs for Which Trained	Needed More Training; Couldn't Get it	No Chance for Promotion	Other**
04.0000	25.0	50.0	0.0	25.0	0.0	0.0	0.0
07.0900	0.0	0.0	0.0	100.0	0.0	0.0	0.0
14.0000	0.0	0.0	0.0	0.0	0.0	0.0	0.0
14.0101	25.0	0.0	25.0	0.0	25.0	0.0	25.0
14.0702	0.0	0.0	0.0	0.0	0.0	0.0	0.0
14.0901	0.0	0.0	0.0	0.0	0.0	0.0	0.0
17.0000	20.0	40.0	0.0	0.0	0.0	0.0	40.0
17.0300	100.0	0.0	0.0	0.0	0.0	0.0	0.0
17.1300	33.3	0.0	0.0	0.0	0.0	0.0	66.7
17.1500	100.0	0.0	0.0	0.0	0.0	0.0	0.0
17.1900	0.0	0.0	0.0	0.0	0.0	0.0	100.0
17.2304	0.0	0.0	0.0	0.0	0.0	0.0	0.0
17.2902	0.0	0.0	0.0	0.0	0.0	0.0	0.0
18.9902	33.3	0.0	0.0	0.0	0.0	33.3	33.3
	7	4	1	2	1	1	7

*Reported in Percentages

**Additional reasons specified by respondents checking the "other" category immediately follow this table

TABLE 9 "Other" Responses

Other reasons, specified by respondents, for not working in a job for which trained in high school. (Phrasing and spelling used by respondents was not corrected.)

14.0101	"Advanced study in accounting."
14.0702	"in college-only needed job for 2 mos."
	"I took this job while it was at hand, I would love another job where shorthand is necessary."
17.0000	"part time to earn money."
	"I wasn't trained for any job, in the occupational training class that I took"
	"laid off"
17.1300	"Still attending school."
	"This is starting from the bottom of machine design and is a great help toward my field. Also I'm a student now."
17.1500	"Needed a summer time job to get me through college."
17.1900	"Attending School"
18.9902	"Continuing training"
	"No insurance"

TABLE 10

D.O.T. CLASSIFICATION* OF JOBS EMPLOYED RESPONDENTS HELD AT THE TIME OF THE SURVEY

Job D.O.T. Code	Number in Job	Percent in Job	Job D.O.T. Code	Number in Job	Percent in Job
001.281	1	1.4	381.887	2	2.8
079.368	1	1.4	401.137	1	1.4
142.081	1	1.4	500.884	1	1.4
201.368	11	15.3	504.782	1	1.4
202.388	1	1.4	600.280	1	1.4
203.588	4	5.6	651.782	1	1.4
206.388	2	2.8	724.781	1	1.4
209.388	6	8.3	741.884	2	2.8
211.368	1	1.4	820.381	1	1.4
213.582	4	5.6	822.381	1	1.4
215.388	1	1.4	859.884	1	1.4
219.388	3	4.2	860.381	1	1.4
222.387	2	2.8	861.381	1	1.4
237.368	1	1.4	866.381	1	1.4
290.468	2	2.8	869.884	1	1.4
311.878	4	5.6	915.137	1	1.4
355.878	5	6.9	915.867	1	1.4
379.368	1	1.4	972.381	1	1.4
379.868	1	1.4			

*Appendix A contains the Job Titles of each D.O.T. Code and the instructional program that the U.S. Office of Education considers appropriate for training personnel for entry level into the specified job.

Question: How do you feel about this job?

TABLE 11

SATISFACTION WITH JOB HELD AT THE TIME OF THE SURVEY BY PROGRAM TAKEN

Program Taken	Sample Size	I like it very much	I like it	It's OK	Not what I'd hoped	It's Awful
04.0000	7	28.6	42.9	14.3	14.3	0.0
07.0900	5	60.0	20.0	20.0	0.0	0.0
14.0000	12	41.7	50.0	8.3	0.0	0.0
14.0101	6	50.0	16.7	33.3	0.0	0.0
14.0702	7	71.4	0.0	28.6	0.0	0.0
14.0901	1	0.0	100.0	0.0	0.0	0.0
17.0000	14	42.9	42.9	14.3	0.0	0.0
17.0300	1	0.0	0.0	100.0	0.0	0.0
17.1300	3	66.7	0.0	0.0	33.3	0.0
17.1500	3	0.0	33.3	66.7	0.0	0.0
17.1900	2	50.0	50.0	0.0	0.0	0.0
17.2304	1	0.0	100.0	0.0	0.0	0.0
17.2902	0	0.0	0.0	0.0	0.0	0.0
18.9902	8	62.5	12.5	25.0	0.0	0.0
TOTAL	70	32	22	14	2	0

Question: Check the box before the ONE THING YOU LIKE MOST about your job.

TABLE 12

FACTORS ASSOCIATED WITH JOB SATISFACTION

Program Taken	Sample Size	One Thing Liked Most About Job (In Percentages)										
		Good Pay	Pleasant Job Duties	Nature of the Work	The Hours	Security of Having a Job	Possibilities for Advancement	Meeting People	Fellow Workers	Employer	Everything	Nothing
04.0000	5	20.0	0.0	0.0	20.0	0.0	0.0	0.0	0.0	0.0	60.0	0.0
07.0900	4	0.0	0.0	25.0	0.0	0.0	25.0	0.0	0.0	0.0	50.0	0.0
14.0000	11	9.1	9.1	9.1	0.0	9.1	0.0	9.1	0.0	0.0	54.5	0.0
14.0101	6	0.0	0.0	16.7	16.7	0.0	0.0	0.0	16.7	0.0	50.0	0.0
14.0702	6	0.0	0.0	16.7	0.0	16.7	0.0	0.0	0.0	0.0	66.7	0.0
14.0901	1	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
17.0000	12	8.3	8.3	25.0	0.0	16.7	0.0	8.3	8.3	0.0	25.0	0.0
17.0300	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0
17.1300	3	33.3	0.0	0.0	0.0	33.3	0.0	0.0	0.0	0.0	33.3	0.0
17.1500	2	50.0	0.0	0.0	0.0	50.0	0.0	0.0	0.0	0.0	0.0	0.0
17.1900	2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0
17.2304	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
17.2902	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
18.9902	7	28.6	14.3	0.0	0.0	28.6	0.0	0.0	0.0	0.0	28.6	0.0
TOTAL	60	8	3	7	2	8	1	2	2	0	27	0

Question: Check the box before the ONE THING YOU DISLIKE MOST about your job.

TABLE 13

FACTORS ASSOCIATED WITH JOB DISSATISFACTION

Program Taken	Sample Size	One Thing Disliked Most About Job (In Percentages)										
		Low Pay	Unpleasant Job Duties	Nature of the Work	The hours	Some Customers, Patients, etc.	Fellow Workers	The Boss	No Possibilities for Advancement	Working Conditions	No Dislikes	Dislike Everything
04.0000	6	0.0	16.7	16.7	0.0	0.0	0.0	0.0	0.0	0.0	66.7	0.0
07.0900	5	20.0	40.0	20.0	0.0	0.0	0.0	0.0	0.0	20.0	0.0	0.0
14.0000	13	0.0	15.4	7.7	0.0	0.0	0.0	7.7	0.0	0.0	69.2	0.0
14.0101	6	16.7	0.0	0.0	0.0	0.0	16.7	0.0	16.7	16.7	33.3	0.0
14.0702	6	33.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	66.7	0.0
14.0901	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0
17.0000	13	23.1	7.7	7.7	0.0	7.7	0.0	0.0	0.0	7.7	46.2	0.0
17.0300	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0
17.1300	3	33.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	66.7	0.0
17.1500	3	0.0	0.0	66.7	0.0	33.3	0.0	0.0	0.0	0.0	0.0	0.0
17.1900	2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0
17.2304	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0
17.2902	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
18.9902	8	12.5	25.0	0.0	0.0	12.5	0.0	0.0	0.0	0.0	50.0	0.0
TOTAL	68	9	8	6	0	3	1	1	1	4	35	0

Question: In addition to your own personal interest, who encouraged you most to enroll in this occupational program? (Check only one.)

TABLE 14

SOURCE OF ENCOURAGEMENT TO ENROLL IN OCCUPATIONAL TRAINING BY PROGRAM TAKEN*

Program Taken	Parent(s) or Other Family	Guidance Counselor or Administrator	Teacher	Alumnus of the Program	Friend	No One	Other
04.0000	12.5	37.5	0.0	25.0	12.5	12.5	0.0
07.0900	50.0	12.5	0.0	0.0	12.5	25.0	0.0
14.0000	14.3	14.3	14.3	0.0	7.1	50.0	0.0
14.0101	16.7	0.0	0.0	0.0	33.3	50.0	0.0
14.0702	28.6	0.0	28.6	14.3	14.3	14.3	0.0
14.0901	0.0	0.0	0.0	0.0	0.0	100.0	0.0
17.0000	20.0	20.0	6.7	13.3	13.3	26.7	0.0
17.0300	0.0	100.0	0.0	0.0	0.0	0.0	0.0
17.1300	0.0	50.0	50.0	0.0	0.0	0.0	0.0
17.1500	0.0	33.3	0.0	33.3	0.0	33.3	0.0
17.1900	33.3	0.0	66.7	0.0	0.0	0.0	0.0
17.2304	0.0	0.0	0.0	0.0	0.0	100.0	0.0
17.2902	0.0	0.0	100.0	0.0	0.0	0.0	0.0
18.9902	27.3	36.4	18.2	9.1	0.0	9.1	0.0
	17	17	11	7	8	22	0

Question: Would you recommend this occupational program to others?

TABLE 15

PERCENTAGE OF RESPONDENTS WHO WOULD RECOMMEND OCCUPATIONAL TRAINING TO OTHERS BY PROGRAM TAKEN

Program Taken	Sample Size	Percent Who Would Recommend	Percent Who Would Not Recommend
04.0000	9	88.9	11.1
07.0900	8	100.0	0.0
14.0000	15	100.0	0.0
14.0101	6	100.0	0.0
14.0702	8	100.0	0.0
14.0901	1	100.0	0.0
17.0000	16	81.3	18.8
17.0300	2	100.0	0.0
17.1300	2	100.0	0.0
17.1500	3	100.0	0.0
17.1900	3	100.0	0.0
17.2304	1	100.0	0.0
17.2902	1	100.0	0.0
18.9902	12	100.0	0.0
TOTAL	87	83	4

Question: What would improve the occupational training you received in high school?

TABLE 16

RESPONDENT'S RECOMMENDATIONS FOR OCCUPATIONAL TRAINING BY PROGRAM TAKEN

Program Taken	Sample Size	Training should include: Getting along with boss, co-workers, customers; Income tax; License exams; Union; Dress, Etc.	More individual help in learning about kinds of jobs, high school courses, post-high school training.	More help with knowing how and where to get a job after high school.	Training should prepare you for several jobs.	Training should prepare you for one specific job.	Greater choice of programs.	Teachers should know more about the jobs they teach.	Training needs to be more like a real job.	Greater variety of classroom activities.	No improvements needed.	Other*
04.0000	9	11.1	0.0	33.3	22.2	0.0	11.1	0.0	22.2	0.0	22.2	0.0
07.0900	9	33.3	44.4	11.1	22.2	0.0	22.2	0.0	11.1	0.0	11.1	0.0
14.0000	15	26.7	26.7	6.7	40.0	0.0	6.7	0.0	26.7	13.3	26.7	0.0
14.0101	6	33.3	16.7	33.3	16.7	0.0	0.0	0.0	0.0	0.0	33.3	0.0
14.0702	8	12.5	25.0	0.0	37.5	0.0	0.0	0.0	37.5	25.0	0.0	12.5
14.0901	1	0.0	100.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0	0.0
17.0000	18	11.1	33.3	16.7	33.3	5.6	0.0	22.2	16.7	27.8	22.2	0.0
17.0300	2	0.0	100.0	50.0	0.0	0.0	0.0	0.0	50.0	0.0	0.0	0.0
17.1300	4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	50.0	0.0	0.0
17.1500	4	0.0	50.0	0.0	0.0	0.0	25.0	0.0	25.0	0.0	0.0	25.0
17.1900	3	33.3	33.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	33.3
17.2304	1	0.0	0.0	100.0	100.0	0.0	100.0	100.0	100.0	100.0	0.0	0.0
17.2902	2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	50.0	0.0
18.9902	12	16.7	41.7	8.3	8.3	8.3	25.0	0.0	16.7	25.0	8.3	8.3
TOTAL	94	16	28	13	22	2	9	5	19	15	15	4

TABLE 16 "Other Responses

Other recommendations, specified by respondents, to improve the occupational training received in high school. (Phrasing and spelling used by respondents was not corrected.)

04.0000 "To me that classroom was a waste of time. It didn't teach me how to do the things that were necessary for my job. The teacher was a bad teacher, all he made us to was work on displays. How many kids in that class worked with displays--hardly any if any. The only thing, I like about it was I could get out of school to go to work."

14.0000 "1. More typing
2. using old machines in O.O. class of 2 hr.
3. more understanding of vocabulary"

"I had Mrs. for my teacher and I feel she was a very good teacher. She kept you interested and you learned more that way. I feel she was the one that helped me the most."

14.0702 " I have a comment about Part III, number 20, Item 7, My teacher at , cannot be beat. She is the most wonderful teacher alive. Everyone dislikes her except a few.Many of my friends that were in my Secr. Practice Class were along with me the ones who dearly love her. She is definately strict, but when credit is due, complements are given. I passed two minutes of my 150 word transcription and it would not have been possible for me to work so high so fast, had it not been for her splendid teaching. I was 2nd best in the class at transcribing. One girl ahead of me passed 3 minutes @150 words per minute and as I stated above I passed 2 minutes. I don't think there's a teacher in the world that's as good at teaching Sec. Prac. as she is. "

17.0000 "They should be able to get you a job that interests you. Employers that might hire you (according to others that did get jobs) just have you do the dirty work, you dont' really get any kind of training that once you are out of school will get you a job. It is all really a mistake, to get in the program. From what I've found kids are mostly in the program to get out of school more, and make money! It wasn't that way in my case, I didn't care about the money. I was really interested in a couple of occupations which might have led to schooling if I found I was really interested in that area of work. I was really disappointed!"

17.1300 "I sure did like the course I took in drafting & that is what I want to get into but haven't had any luck yet. I have my application in at If you could be of any help to me getting a job, I sure would appreciate it very much."

TABLE 16 "Other" Responses

17.1500 "I think that more emphasis needs to be put on Technical Schools and much less on college. I have found that many people who have attended college are unorinted for working in many jobs, they have unrealistic approaches to solving tasks and problems. While people who have acquired their training on the job or through technical schools are much better off in their job knowledge and working habits."

17.1900 "Although I had a 2 hour course I feel that this was still not enough time per day for the student to start & finish projects With other subjects to study he has a tendency to lose interest or forget the importance of that day's class."

"I'm in school at Lake Land College right now but they didn't have Grafic arts at this school so I switched to an accounting major, but if there is still a chance of getting a break in the photography line of work I would be pleased to here about it."

18.9902 "Learning students to accept responsabilitys and to get what they can out of school will they are there because they can use it when they are on there own."

Question: In general, how much help was your high school occupational training in: (Score indicates average on a four point scale: 1 = None; 2 = Little; 3 = Some; 4 = Much)

TABLE 17

ALUMNI RATINGS OF TRAINING CONTRIBUTION TO EMPLOYMENT BY PROGRAM AREAS

Aspects of Employment	Program Areas						
	Agri-Bus.	Bus. Occ.	Hlth. Occ.	Ind. Occ.	P&PS Occ.	Spec. Prog.	Total
KNOWING HOW TO USE TOOLS AND EQUIPMENT ON THE JOB	0.0	3.55	3.25	2.62	4.00	2.14	3.09
KNOWING WHAT TO DO IN THIS KIND OF JOB	0.0	3.03	3.50	2.68	4.00	2.56	2.93
USING TIME & ENERGY	0.0	3.36	3.38	2.73	4.00	2.67	3.11
FINDING NEEDED INFORMATION	0.0	3.26	3.38	2.48	4.00	2.89	3.00
BEING ABLE TO TALK TO THE BOSS ABOUT JOB PROBLEMS	0.0	2.89	3.00	2.22	4.00	3.11	2.74
GETTING ALONG WITH CUSTOMER, PATIENT, ETC	0.0	3.06	3.88	2.27	3.00	2.89	2.89
GETTING ALONG WITH OTHER WORKERS	0.0	3.43	3.13	2.77	4.00	3.30	3.21
UNDERSTANDING UNION MEMBERSHIP	0.0	1.59	1.83	1.41	0.0	2.11	1.65
HANDLING NEW OR UN-PLEASANT SITUATIONS	0.0	3.11	3.38	2.30	1.00	2.50	2.90
APPLYING FOR A JOB	0.0	3.33	3.63	2.57	4.00	3.20	3.13
INTERVIEWING FOR A JOB	0.0	3.43	3.63	2.48	4.00	3.30	3.16
NUMBER RESPONDING	0	38	8	23	1	10	80

Question: Check the box before the one thing that was hardest for you to learn when you first began working on the job.

TABLE 18

MOST DIFFICULT ADJUSTMENTS IN INITIAL EMPLOYMENT BY PROGRAM TAKEN

Program Taken	Sample Size	Learning the layout, routine, how machines operate, job terminology, etc.	Performing certain job tasks	Speed	Getting along with the public (patients, customers, etc.)	Working with fellow workers	Patience, courtesy, initiative, self-control	Making decisions	Managing my time efficiently	Nothing	Everything	Other*
04.0000	7	28.6	14.3	0.0	0.0	0.0	0.0	0.0	14.3	28.6	14.3	0.0
07.0900	7	14.3	0.0	0.0	14.3	0.0	14.3	0.0	14.3	28.6	0.0	14.3
14.0000	14	7.1	21.4	21.4	0.0	0.0	0.0	14.3	14.3	21.4	0.0	0.0
14.0101	6	0.0	16.7	0.0	0.0	0.0	0.0	16.7	0.0	66.7	0.0	0.0
14.0702	8	37.5	50.0	12.5	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
14.0901	1	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
17.0000	15	26.7	6.7	0.0	0.0	0.0	13.3	13.3	6.7	26.7	0.0	6.7
17.0300	1	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
17.1300	2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0
17.1500	2	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
17.1900	2	0.0	0.0	0.0	0.0	0.0	0.0	50.0	0.0	0.0	0.0	50.0
17.2304	1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0
17.2902	1	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
18.9902	9	33.3	0.0	11.1	11.1	0.0	0.0	22.2	11.1	0.0	11.1	0.0
TOTAL	76	18	10	6	2	0	3	8	6	18	2	3

TABLE 18 "Other" Responses

Other tasks, specified by respondents, that were the one thing hardest to learn when first beginning work on the job. (Phrasing and spelling used by respondents was not corrected.)

04.0000	"I had had little experience as a mason before; until I got into the hang of things."
14.0901	"Learning how my department worked along with the others."
17.0000	"Getting adjusted to a job situation after only being a student. No real problem."

Question: In the following aspects of employment, how well prepared was the employee named above for the job for which hired? (Score indicates average on a 4 point scale: 1= Not at all; 2=Poorly; 3=Somewhat; and 4=Well)

TABLE 19

EMPLOYER/SUPERVISOR RATINGS OF EMPLOYEE READINESS FOR EMPLOYMENT

Aspects of Employment	Average Rating	Percent Who Indicated Does Not Apply
Job know-how, application of technical knowledge and skill	3.40	8.1
Use of tools and equipment	3.62	12.7
Selection and care of space, materials, and supplies	3.59	19.0
Quality of work, ability to meet quality demands	3.68	0.0
Quantity of work, output of satisfactory amount	3.71	1.6
Cooperativeness, ability to work with others	3.83	0.0
Accepting advice and supervision	3.79	0.0
Dependability, thorough completion of a job without supervision	3.56	3.2
Initiative, doing jobs that need doing	3.44	1.6
Attendance, reporting for work regularly	3.79	0.0
Appearance, presenting a business image	3.67	6.5
Adaptable to new situations	3.61	1.6
Being able to talk to the boss about job related problems	3.46	0.0
Serving the public, patient, etc.	3.59	27.0
Safety habits, minimizing chance for accidents	3.65	21.0

Question: How would you rate the suitability of the employee named above for the kind of job held?

TABLE 20

EMPLOYEE SUITABILITY FOR THE JOB HELD ACCORDING TO EMPLOYER/SUPERVISORS

Suitability	Percent of Employees
Exceptionally able	30.6
Well suited for job held	45.2
Acceptable	19.4
Poorly suited for job held	03.2
Not at all suited for job held	01.6

Additional Employer Comments by Program Number

14.0000 "Most recent high school graduates seem to have difficulty adapting to the idea they must go to work each day even if they don't feel up to par in the morning. As a group, the 18 to 21 year olds have the poorest attendance record and blame it on being sick. This is particularly true of the girls. The longer they are on the same job the better their attendance. Almost every business uses Data Processing to some extent yet new employees entering the work force fail to even know the basics of this important part of business. The time spent by the student learning shorthand, which is a dying art, could be used to learn basic Data Processing. More Business and Economic courses would be very helpful in understanding the overall function of business."

"Our company has more opportunity for those with typing ability. Our minimum acceptable typing score is 40 wam. We have limited opportunities for clerical without skills. Shorthand is used some, however, the longer percentage of our supervisors use dictaphone."

"High school occupational training is great as long as the training keeps up with the changing business world. These young employees are very impressive."

14.0900 "Employee worked 1 month then quit because of personal problems."

17.0000 "----is no longer with us. She never came to work and I had to find someone to replace her."

18.9902 "Bus. appearance really not required but nice to have for all employees."

Question: Below is a list of personal qualities and job skills. Check the box before the three you consider most important for a person entering the job held by the previously named employee.

TABLE 21

IMPORTANT ENTRY SKILLS IDENTIFIED BY EMPLOYER/SUPERVISORS

Entry Skills	Percent of Times Identified*
Ability to get along with others--other workers, customers, patients	51.6
Initiative	17.2
Positive attitude toward work	37.5
Appearance and grooming	07.8
Judgment--ability to make decisions, ability to plan and organize	31.3
Competency in using job tools, machines, and materials	15.6
Dependability	35.9
Accuracy, quality, and thoroughness	56.3
Attendance and punctuality	21.9
Work quantity	14.1
Other	03.1

*Will not total 100 percent as each respondent could check three. Percent is based upon the number of total respondents who check a particular skill.